



||>> SEND Relief

ADULT READING AND WRITING

WORKSHOP MANUAL

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Alpharetta, Georgia.

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Introduction

Welcome to the family of Christians who demonstrate and express their love for Christ through meeting the needs of adult, low-level readers. You are joining a growing number of churches and associations intentionally demonstrating and sharing their faith in Jesus Christ through Adult Reading and Writing Ministries.

In 1959, the Home Mission Board, now the North American Mission Board (NAMB), became involved in helping churches begin literacy missions ministries.

The material in this manual reflects more than half a century of ministry experience. Countless local church volunteers have contributed suggestions that have continually improved these training materials.

During your workshop, you will be introduced to basic teaching concepts and resources, witnessing concepts and approaches, Bible study materials and an organizational plan for beginning a ministry in your church or association. You will master the skills only by using them in a teaching setting.

However, mastering teaching skills is not the primary aim of the workshop. Pray that during this training time you will seek anew God's will and direction for your life. Involvement in literacy ministry is truly a calling from God. It is a calling to serve and witness to the saving grace of Jesus Christ. Listen to hear God's voice more clearly than ever before. Commit yourself more completely to sharing with others His love and the good news of the salvation of Jesus Christ.

Our prayer is that you will find the fulfillment and joy that thousands of others have found sharing Jesus while helping an adult read better. God will bless you and others through your investment in this intentional ministry.

On behalf of the North American Mission Board of the Southern Baptist Convention and Send Relief, thank you for intentionally demonstrating and sharing the love of Jesus Christ through meeting the needs of adult low-level readers.

Chapter 1 Adult Reading and Writing Ministry as Missions

Followers of Jesus Christ are commanded to “Love your neighbor as yourself” (Matthew 22:39). We are to feed the hungry, provide water for the thirsty, clothe the naked, heal the sick and visit the prisoner. (Matthew 25:31-45) When Christians see our neighbors in need, Christ commands us to help them.

Millions of our neighbors are in need. They are functional non-readers. The 2003 National Assessment of Adult Literacy estimated that over 30 million adults (aged 16 and higher) in the United States had literacy skills “below basic levels.” Approximately 63 million adults possessed only “basic” literacy skills. The 93 million adults with limited literacy skills have difficulty reading a bus schedule, using an ATM machine or completing a job application. They also have difficulty reading the Bible.

A church-based ministry that helps adult low-level readers improve their ability to read and write provides Christians an opportunity to obey Christ’s command to love and meet the needs of our neighbors. It is an intentional demonstration of Christ’s love.

Adult Reading and Writing (ARW) ministries are effective at this task for several reasons.

ARW ministries are based on prayer.

Prayer is the foundation of effective ministry and witnessing. *Tasks that have spiritual objectives require spiritual preparation.* Teachers and their prayer partners bathe the ARW ministry in prayer. The teacher prays aloud for the student during the lesson time. Praying aloud is an important witness. It shows students that the teacher has a personal relationship with God. It shows students that the teacher cares enough about them to pray on their behalf. It shows them that God cares about every detail of life—even learning to read and write. Answered prayers provide motivation for developing a further relationship with God. And, most importantly, prayer works.

The success of any literacy ministry is directly related to the amount of time invested in prayer.

ARW ministries build relationships.

Through ARW ministries, you will meet many individuals you would not meet in any other setting. Many of your students would never come to your church to attend a worship service or Bible study. But they will come to have a specific need met—to learn to read and write better.

Working with students weekly over an extended time and demonstrating genuine concern for them will build strong positive relationships and trust. Your students will be more open to listen and carefully weigh the words and opinions of someone they know and trust. Sharing your experience with Jesus Christ will have a greater impact when it is done within the context of a relationship.

ARW ministries physically demonstrate Christ’s love.

Your involvement in meeting the needs of individuals in Christ’s name communicates the gospel effectively. Each week, you come to help your student(s) meet their needs and goals. As you get to know your student, you discover other needs. There might be a need for food, clothing, help getting to doctors, etc. These provide you and other members of your congregation additional opportunities to physically demonstrate Christ’s love.

As one student observed, “I’ve read about people like this, but this is the first time I’ve ever met any in real life.” Through your classes, your students see Christ’s love demonstrated, not just talked about.

ARW ministries help meet basic human needs.

The ability to read and write is vital to employment opportunities. Teaching people to become functional readers increases their opportunities for employment. A 1992 U.S. Labor Department study on the literacy needs of job seekers, *Beyond the Open Door*, concluded that people with high literacy skills tend to avoid long periods of unemployment, earn higher wages and work in higher-level occupations than those with low literacy skills.

Improved reading skills provide opportunities for learning, growing and understanding the world around us. They also provide opportunities for spiritual growth and development. When students can read and study the Bible for themselves, they can grow in knowledge and understanding of God's love. These new skills strengthen the believer, and new doors open for Christian growth and service.

ARW ministries provide a natural setting for sharing the gospel.

Students constantly ask, "Why are you doing this?" or "Why are you treating me differently from the way others do?" These questions provide a natural opportunity to tell about God's love for you and the student.

Many ARW ministries meet in church buildings. Teaching about Jesus within the church is natural and comfortable.

There are many ways you will share your faith in an ARW ministry.

- Share your personal Christian experience and testimony.
- Pray with and for your student.
- Use the Bible as teaching material.
- Demonstrate the fruit of the Spirit while teaching: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control.
- Provide Scriptures and Christian reading material for your student.
- Invite your student to church services and activities.
- Provide support and encouragement during times of celebration and crisis.

Through your involvement in an ARW ministry, you will effectively communicate your faith in Jesus Christ and present opportunities for others to accept the love He offers to all.

Differences Between Church-Based ARW Ministries and Community-Based Literacy Programs

Several volunteer community-based literacy programs are designed to help adult low-level readers. They differ from church-based literacy ministries in one crucial area – their primary goal.

The primary goal of church-based literacy ministries is to demonstrate and share the love of Jesus Christ. The organization that God designed to accomplish and support this task is the local church.

The primary goal of community-based literacy programs is to meet the literacy needs of their community. Often, community-based literacy programs have rules against sharing one's faith in Jesus Christ.

However, a church-based ARW ministry can work in cooperation with other literacy service providers in its community. It can relate as an equal service provider. Fellow organizations can accept and make student referrals. Maintaining a separate organizational structure, though, helps the church-based ARW ministry accomplish the goals of a literacy ministry—sharing Jesus.

As the church-based ARW ministry works with community-based literacy programs, always ask yourself, "Will this form of partnership prevent or hinder us from accomplishing our primary goal, intentionally demonstrating and sharing the gospel of Christ with our students?"

Church-based Literacy Ministry	Community-Based Literacy Program
The goal is to use literacy as a missions outreach for sharing the gospel. Involvement is a way to respond personally to the gospel and to introduce Jesus Christ to people who do not usually attend church worship services.	The primary goal is to meet literacy needs in the community.
Volunteers are enlisted from the church's membership. To share the good news of Jesus, more than "a degree of caring" is needed. A volunteer must have accepted Christ as personal Savior and Lord.	Volunteers are enlisted from the community. As one advertisement said, "All you need is a degree of caring."
The ministry trains volunteers to use teaching materials, to relate to their students, to tell others about Jesus, to use the Bible as a resource and to be missions-outreach workers, for local churches.	The program may or may not train volunteers to use the teaching materials, to relate to their students, and to understand the philosophy and goals of the community organization.
The ministry locates students through advertising and through contacting local community agencies that are in touch with people who need their services. Students are then assigned to volunteer teachers.	The program locates students through advertising and through contacting local community agencies that are in touch with people who need their services. Students are then assigned to volunteer teachers.
The ministry receives funding from the church and/or association.	The program raises funds from all possible sources—private donations, foundations, industry, government, etc.
The ministry has the church to provide ongoing support for teachers and their students.	The program may or may not use its organization to provide ongoing support for volunteers, teachers and their students.

Think it Over

Answer these questions to apply this information to your potential ministry.

1. What opportunities for adult reading and writing ministries exist in your setting?
2. What community or community college adult literacy programs exist in your town? Who utilizes them?
3. Why would a church-based adult literacy ministry be an effective outreach tool in your community?
4. List the names of low-level or non-readers you know.

Chapter 2 Organizational Plan for an Adult Reading and Writing Ministry

Basic Tasks in Organizing an ARW Ministry

Organization is essential for an effective literacy missions ministry. The basic tasks of an ARW ministry are listed below. Churches and associations go about these tasks in a variety of ways. Suggestions given in this chapter will help you understand and accomplish each task.

1. Recognize the ministry as part of the church/association programming.
2. Select a director or chairperson for the ARW ministry.
3. Secure funding.
4. Enlist tutors and other workers.
5. Provide training for tutors.
6. Enlist students.
7. Place students with tutors.
8. Provide encouragement and support for the tutors.
9. Provide prayer support.
10. Inform the church/association.

1. Recognize the ministry as part of the church/association programming.

The first step is having the church or association recognize the ARW ministry as part of its programming even if only one volunteer is serving in the ministry. This helps the church identify what is happening as a part of its corporate outreach, instead of the work of a few individuals. Including the ARW ministry in the budget strengthens this relationship.

Each church or association structures its activities differently. An ARW ministry may be related to the Missions Committee, the Missions Development Council, the Woman's Missionary Union or mission action group, the Evangelism Committee, the Church and Community Ministries Committee or any other group that seems most appropriate for your church or association. The most important thing is that the ministry has an identifiable connection to the church or association. This link provides both support and accountability.

2. Select a director or chairperson for the ARW ministry.

This position is crucial. The ministry director (in some cases this may be the only person serving) will provide support ministry for both students and teachers.

The director of a literacy missions ARW ministry has special and sizable responsibilities. The selection should be considered prayerfully and seriously.

Job Responsibilities

- Recruit volunteer workers
- Provide worker training (basic and continued)
- Administer the ministry
- Supervise volunteers
- Evaluate the ministry
- Recognize volunteers

Qualifications

- A call from God to be the director
- Completion of a basic ARW workshop
- Enthusiasm
- Sensitivity to workers and students
- Patience
- Time for the ministry

Characteristics of a Good Director

- Senses a special calling from God
- Has good organizational skills
- Is an affirming person
- Encourages creativity and innovation

An Effective Director:

A. Senses a special calling from God

How will someone know if he or she is called to be a director? These are some excellent guidelines:

- While praying—both speaking to God and listening to Him—and studying God's Word, the person senses God is leading him or her to be the director.
- Other respected Christians tell the person that he or she has the gifts to do the task. This is one of the ways God speaks to us.
- The person recognizes the specific gifts that God has given and knows that they will enhance the ministry.
- He or she feels blessed by God to be given the opportunity to serve Him in this ministry.
- The person enjoys working in the ministry, dreams about it and wants to do and learn as much as possible to enhance the ministry. This does not mean the person is without frustration, but he or she looks forward to and gets excited about the ministry.
- The person feels that he or she has been effective as a tutor and a witness through this ministry.

In a new ministry, someone should accept the position of director for the first year to get the ministry going, even if the person is not certain of a calling to the position. Doing the job for a year will help someone know whether he or she is called.

The director of an ARW ministry should evaluate the calling to that position at the end of each year. If he or she determines it is not the appropriate position, someone else should direct the ministry the following year.

Ministries that continually have directors who accept the position with the attitude that *no one else will do it or I'll do it until someone else volunteers* become stagnant and barely continue from year to year, usually with few educational and spiritual accomplishments for the students. Certainly there is no spark, enthusiasm or motivation for workers in the ministry because the director's heart is not in it.

B. Has good organizational skills

Any ministry should be properly and efficiently run. Organizational skills and the ability to coordinate are important in a ministry director. It is not necessary for the director to do all the work, and, in fact, that is not effective leadership. However, the director is responsible for seeing that everything is done.

C. Is an affirming person

An affirming person has good self-esteem and self-confidence that enables him or her to take an interest and find joy in what others are doing. Affirmation is not pouring senseless praise on others. It is simply recognizing efforts of performance, good or bad. This is important in working with volunteers and students because no single thing builds motivation

more than affirmation. A called ARW director usually will have an innate ability to affirm others; however, many intentionally develop an affirming style.

D. Encourages creativity and innovation

Someone who is satisfied doing things the same way every year may not be the most effective ARW ministry director. Innovation and creativity give spark to the ministry.

This does not mean that the director must be the source of ideas or be a flood of enthusiasm or hyperactivity. Director and tutors collectively can be creative and innovative. The director must be someone who is willing to evaluate and think about the task to be done. He or she must be willing and excited to implement new approaches.

3. Secure Funding

The basic costs of an adult reading and writing ministry are advertising, teaching materials and Scriptures for students.

The cost of advertising for students and volunteers includes the posters, flyers, business cards and other printing as determined by the workers.

A. Basic materials

Most of the basic materials for beginning a ministry are available through New Readers Press. You can see their offerings at their website, www.newreaderspress.com.

A full set of Laubach Way to Reading (LWR) from New Readers Press

- Each of the four Skill Books, both student and tutor editions
- Correlated readers for each of the four Skill Books
- More Stories series

Book 3, of New Readers Press Endeavor series (the series includes Books 3-8), student and tutor editions

B. Supplementary material

Focus on Phonics Series from New Readers Press (not essential for beginning the ministry but very helpful)

C. Funding the ministry

- The best way to provide funding for the ministry is through the budget of the church/ association.
- The student is usually asked to pay for his books.
This provides the student a positive investment in his or her learning. If the student cannot initially afford the materials, the church or a Sunday School class or other group may help with the costs of the books. However, it is better for the student to pay for the books, even if the payment is just fifty cents a week. *Do not attempt to save money by copying materials and, in doing so, violate copyright laws.*
- The tutors usually purchase their own teaching manuals. However, some ministries provide the manuals for their volunteers.
- Supplementary materials can be purchased by the ministry.
A resource library for tutors can be developed. Public libraries often have simplified adult reading materials.
If simplified materials are not available, developing a library of those resources for students would be helpful.

4. Enlist Tutors and Other Workers

A. Write a job description or covenant before you enlist tutors.

Samples are found in Chapter 2 Appendices. A volunteer should commit to a minimum six-month service. This gives time for the student to make good progress and for a good relationship to develop. Commitment to a shorter time will not be as beneficial.

B. Set a date for tutor training.

It is easier to enlist volunteers if you can tell them when training for the ministry will be held.

C. Personally contact potential volunteers.

There are many advantages to personally enlisting workers. Volunteers can ask questions and get an immediate response. They feel important because you singled them out and made a contact. And some very qualified workers simply do not volunteer without being specifically asked, even when they would like to serve.

D. Review the church rolls for potential volunteers.

Don't limit your search to only those whose names come to mind, but do make a list of those you think would be qualified and available. Being qualified does not mean the volunteer is a professional teacher.

E. Use ads in newsletters, bulletin inserts, posters and handouts.

F. Man sign-up booths at church on Sunday, during midweek services and at associational meetings.

G. Speak to church and associational groups about the ministry.

Always take a sign-up sheet or card with you when you speak. This does not obligate the person to attend the workshop, but it means you will contact interested persons to further discuss the ministry..

H. Don't limit contacts to your church only.

Many ministries have volunteers from several churches in the association.

I. Not all volunteers involved in the ministry will be tutors.

Some students may need help with transportation or have preschool children who must be cared for during the lesson. As other needs arise, give someone other than the tutor the opportunity to serve in this ministry.

5. Provide Training for Tutors

A. Basic training

Training workers is a top priority for literacy ministries. Introductory training for tutors is available in a basic ARW workshop. This workshop introduces volunteers to basic techniques of teaching reading, available teaching resources, basic witnessing techniques and Bible-teaching materials.

These workshops are conducted by leaders trained through the National Literacy Missions Partnership in cooperation with Send Relief. Contact your associational church and community ministries /ministry evangelism director or your state convention church and community ministries/ministry evangelism director for names of workshop leaders in your area.

A basic workshop should be scheduled annually for ongoing ministries. Many state conventions offer annual statewide basic ARW workshops.

B. Continuing education

The basic workshop is just that—basic. Continuing training helps keep volunteers motivated and fresh. Continuing training can be done during tutor meetings, tutor retreats or state literacy missions meetings. Each state convention has someone responsible for the development and encouragement of literacy ministries. This person can help you.

6. Enlist Students

This is an essential task and one of the most challenging. Specifically assigning one or two people (the ARW director and an assistant) to coordinate this task will make your ministry more effective. Many volunteers are willing to teach students but some find it difficult to contact community agencies or advertise the ministry.

Having one or two people focus on this task will increase the probability that trained volunteers will have students. All volunteers, however, are encouraged to develop prayer support and make additional contacts to enlist students.

Enlisting students may be challenging because many adult low-level readers conceal their need

to improve their reading skills. Many have had negative experiences with learning situations. They are reluctant to become involved in literacy classes.

Even though the task requires commitment and follow through, remember:

God is preparing students for you.

The most effective enlistment relies on a variety of ways to recruit and attract students instead of just one approach. There are four primary approaches used in enlisting students.

1. Pray for God to provide the students He has prepared for you.
2. Make personal contacts.
3. Advertise.
4. Contact other literacy service providers, community agencies and businesses.

A. Pray

Prayer is the foundation of literacy ministry. God has and is preparing students for you. You, your prayer partners and your church need to continually pray for the calling forth of students. Continue to pray for students until each volunteer is working with a student. Mention the need for students each time there is opportunity to share prayer requests. Often, you will find that students have been praying for someone to help them learn.

B. Make personal contacts

It is important for volunteers to tell others they know (family, friends, co-workers, church, business, recreation and social acquaintances) about the need for literacy ministry and the need to recruit students. You may share something like this:

"Recently, I was trained to teach reading to adults one on one. I am excited about this because I also learned how to use the Bible to teach reading. It is a real ministry opportunity. I would appreciate your support and prayer for me, especially that I find a student quickly. If you know anyone who might be interested, please encourage them to call my church at (phone number). They have registration information, and from there I can contact that person."

Very few people are aware of the need or the type of training literacy volunteers take. The more people you tell, the greater likelihood you will discover someone who knows an adult with low-level reading skills.

C. Advertise

There are several ways to let potential students and your community know about your willingness and training to help adult low-level readers. These include printed materials and public service announcements (PSA) on radio and television.

The best way to let potential students and your community know about your willingness and training to help adults with low-level reading skills is through some form of printed material. Your printed material can include these:

- Posters
- Business cards
- Newspaper ads
- Flyers
- Brochures

Your printed material should include this information:

- Free one-on-one reading tutoring for adults (mention the cost for books)
- Confidentiality
- Trained volunteers
- Phone number and times to call for further information

If there is a placement coordinator, it is best to list his or her phone number. However, be certain the person answering the phone knows the answers to questions that might be asked. If a home phone number is given, be sure there is an answering machine. Potential students often do not call twice!

- Church name and address

Distribute printed material to:

- Church members—encourage your church members to take them to their places of business.
- Local businesses
- Community agencies and organizations

If your ARW ministry has five to eight or more trained volunteers with no students, you might consider doing radio and television public service announcements. One of your first contacts could be to stations with Christian affiliations. The best way to obtain public service time is to call the station and ask to speak to the person responsible for public service announcements.

You want to know:

- What format does the station require?
- How long should the PSA be?
- Do you write the script, or will someone from the station help?

If you write the script, remember to keep it simple. Use active voice and identify who, what, when, where, and why. The length of a PSA can vary. A 20-second spot is approximately 44-55 words; 30 seconds, 55-85 words; 60 seconds, 140-160 words.

Here is a sample 20-second PSA:

"People ages 16 and older who want to improve their basic reading and writing skills can enroll in a special tutoring program. Adult students are assigned to an individual tutor and meet on a weekly basis. For more information about learning to read better, contact Sally Borders at 566-4893, Oak Grove Baptist Literacy Fellowship."

D. Contact other literacy service providers, community agencies, and businesses

It is important to know who in the community is already working with adult reading students and to discover how their program recruits students.

Potential literacy providers include library programs, adult basic education programs and community colleges. Contact them to set up an appointment or to conduct a telephone interview to discover literacy needs. Do not make any promises to become involved with their program. Stress that the focus of the interview is for awareness and information.

Ask these questions:

- What type of program is offered (classrooms, tutoring, computers, etc.)?
- How many students are enrolled and is there a waiting list?
- What times and days is the program offered and what are locations of classes?
- What is the cost to the student; who is eligible to participate; how are students recruited?
- What curriculum is used; do they offer special help for learning disabled students?
- Are volunteers used and what type of training is involved?
- Are there any other literacy providers in the area?
- How might their program network with a church-based program?

After the interviews, write a thank-you note for their help. Summarize the information and highlight any information that could help you find new ways to meet potential students and their needs. Also, keep on hand the names and phone numbers in case you know of a student that you are not able to tutor.

Personally contacting other community agencies and organizations about your ministry can also help potential students know about your ministry. It also shows the agencies that you are serious about the ministry. A list of various agencies you might contact is provided in this chapter. This list is not exhaustive and contains generic titles for agencies. Each state or community uses different titles.

When contacting community agencies and businesses, the following sequence would be effective:

1. Call those agencies and tell them about the service your church can provide, and ask for

- the contact information of the person responsible for referring their clients or employees to educational opportunities.
2. Write a letter to identified agencies. A sample letter is found in this chapter's appendices. Wait approximately two weeks, then call the people you wrote to ask if they received your letter. Answer any questions they have concerning your ministry.
 3. If possible, make appointments for short interviews with the contact people at the agencies to give out information cards or handouts. This shows the agencies that your ministry is credible.
 4. During the interviews or on the phone, ask what services the agencies provide and if your ministry could be of help to their clients. Always use a single contact person and telephone number for your ministry because this makes it easier for the agencies.
 5. Do not promise anything you cannot provide. Know how many students you can teach adequately.
 6. Leave or send printed information about your ministry.

7. Place Students with Tutors

A. If you are responsible for placement evaluation and coordination

When the initial registration information is obtained (name of student, address, two telephone contact numbers), arrange a time and place to conduct the initial interview. If there are three to five or more trained tutors, consider enlisting one volunteer to conduct all initial interviews and placement evaluations, as well as assigning students to tutors.

1. Conduct the initial interview.
 - This is an introductory meeting to get to know the student, orient the student to the ARW ministry and conduct the placement inventory to determine what teaching material is most appropriate. More detailed information about this is presented in Chapter 5 of this manual, "Guidelines for Initial Interview and Evaluating the Student's Reading Ability."
2. Assign the student to a tutor.
 - In determining which tutor to assign the student, the first factor is availability. If the student is available only in the evening and you have no volunteers for that time, you must refer the student to a different program or ministry.
 - Also consider whether you have tutors who have special skills or interests that could help the student accomplish his or her goals.
 - Prayerfully consider the needs of the student and the schedule, gifts and skills of your volunteers.
3. Decide where to meet.
 - Lessons may be conducted in a church, library, school or any quiet place the student can feel comfortable.
 - Neither your home nor the student's home will provide the best setting for teaching. Interruptions such as the telephone, unexpected visitors or children at play often prove disruptive.
 - The staff of a church, association or Baptist center may choose to develop a literacy center in their building. There could be a designated area where volunteers and students could have lessons on their own schedule.
4. Decide on length of class.
 - Plan to give not less than two hours a week to the class: one two-hour session or two, one-hour sessions.

B. If you are not the placement coordinator

Share the information below with the church or associational secretary if the church/association telephone number is listed on advertisements.

- Be courteous and helpful. Some potential students can be scared off if they are not treated with compassion.

- After you have answered their questions you might say:
If you are interested, I can have our placement coordinator call you and set up a time for a meeting to give you more detailed information and to arrange for a tutor to work with you. May I have your name and address? The placement coordinator is the only person I will share this with. May I have a phone number where he or she can call you? Is there another number where he or she could reach you? What is the best time to reach you at these numbers?
- If the student wants to talk to the placement coordinator on the phone, you should have his or her phone number available and the times that are best to reach him or her by phone.
- Give the student's contact information to the placement coordinator and have him or her follow up as quickly as possible.

8. Provide Encouragement and Support for Tutors

Volunteers work most effectively when they know the objectives of a ministry, feel a part of a team and are recognized for their service. Establishing goals, providing regular group support and planning recognition activities are essential tasks for maintaining a vital ministry.

A. Establish goals

When you establish goals for your ministry define them clearly, so the volunteers can focus on the tasks to be done. For example, a goal might be to enlist a student for each trained and available tutor by February. These goals should relate to the goals and objectives of the church/association. The goals will provide a basis for evaluating the ministry and a guide for future planning.

B. Meet regularly

Quarterly volunteer meetings provide a sense of being part of a team. The ARW ministry is done by one tutor working with a single student at a time. Tutors need to be together to encourage one another and avoid feeling isolated and alone.

In the meetings you can:

- Pray for God to provide students for those who presently do not have a student.
- Pray for current student needs.
- Review the teaching materials.
- Answer questions about resources.
- Invite guest speakers to deal with teaching techniques, relationships or witnessing skills.
- Share one another's burdens and victories.

C. Recognize volunteers

Recognition of volunteers provides encouragement and support. Public recognition during a church service following a training workshop provides one opportunity. An annual banquet is another possibility. Notes of appreciation from the director or church staff are appreciated.

The state convention person responsible for encouraging and developing literacy ministries could be a resource person for tutors meetings and recognition services.

9. Provide Prayer Support

Literacy ministry was founded and based on prayer. The effectiveness of your ministry will be directly related to the amount of time and effort invested in prayer. Work that seeks spiritual results requires spiritual preparation and effort.

A. Each literacy volunteer should have at least one prayer partner.

But do not limit prayer partners to one. Being prayer partners gives opportunity for homebound people and people working full time to be a part of your ministry.

B. Each student should have at least one person praying for him or her.

Preferably, this should not be the same person who is praying for the tutor. Again, don't limit the prayer partner to one.

Protecting the confidentiality of the student is important. If the student does not want his or her name or details of his or her life shared with others, respect those wishes. The prayer partner can pray in the student's behalf without using or knowing the name. They can pray for "Sarah's student." God will know in whose behalf the prayer is offered.

Tell the student that someone other than the tutor is praying for him or her.

- C. Ask your prayer partners to pray for you and your student during the time you are teaching.**
This will help both of you.

- D. At every opportunity, request prayer for literacy ministry needs.**

At prayer meetings, Sunday School classes, mission prayer groups and special prayer vigils, tell what the needs are, and ask for prayer support.

- E. Report answered prayers.**

Keep a list of prayer requests and answers. Be sure to report these to the appropriate groups and to give honor to God for how He is working in the lives of people. Take time to thank people for their prayer support.

10. Inform the Church/Association About the Ministry

- A. Make at least an annual written report about the ministry to the church.**

Ask to read the report during a business meeting. The report might include the number of volunteers involved, the number of hours that they have worked, the number of students involved and spiritual results such as professions of faith or public decisions. You might ask a student to give a testimony of what the ministry has meant to him or her.

- B. Meet with the pastor or staff person related to the ministry at least quarterly.**

Most pastors and staff people are very supportive of literacy ministries and want to be informed. They assume you are doing your job, but they are very busy people and probably will not call you. Instead of expecting them to call you, call them. Just a brief conversation or meeting in the hall is not adequate. Share the victories, prayer requests, budget needs and concerns of the ministry. Ask their advice. Ask for their prayer support.

- C. Regularly display promotional materials about the ministry.**

Use bulletin boards or have a display table on Sunday or at midweek services.

Commit yourself to having an effective literacy ministry that supports the volunteers and students with the full corporate resources of the body of Christ—the church. Rely upon the guidance of the Holy Spirit to help you accomplish the practical tasks that will result in spiritual growth for the students, the tutor and the church. *Your first witness may be a well-organized ministry!*

Chapter 2 Appendices

Appendix A Literacy Missions Volunteer Covenant

Appendix B Job Description for Volunteer Adult Reading and Writing Tutor

Appendix C Community Agencies and Organizations to Contact for Potential Students

Appendix D Sample Letter to Community Agencies and Businesses

Appendix E What to Do After the Workshop if You Don't Have a Student

Appendix A Literacy Missions Volunteer Covenant

As a literacy missions volunteer, I commit myself to sharing God's Word with individuals who want to learn to read better.

I commit to help at least one adult improve his or her reading and writing skills.

I covenant to work with a student at least six months with a weekly lesson of one and a half to two hours.

I will keep records of my student's progress and report regularly to the student placement coordinator or director.

I commit that I will pray for myself, my student and other volunteers in our ministry.

"For we are God's workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do" (Eph. 2:10 NIV).

Name

Date

Appendix B Job Description for Volunteer Adult Reading and Writing Tutor

Job Title: Adult Reading and Writing Tutor

Job Summary: Tutor adults who are low-level readers to help them improve their reading skills. Demonstrate and share Christ's love and message, so they can accept Christ as Savior and grow in their Christian experience.

Qualifications:

1. A sense of mission or call from God to this ministry.
2. Ability to read and write English.
3. Completion of a basic literacy missions Adult Reading and Writing workshop.
4. Commitment to teach for a period of at least six months.

Responsibilities:

1. Attend a basic literacy missions Adult Reading and Writing workshop.
2. Teach at least once a week for six months.
3. Pray for and with each student.
4. Prepare lessons based on the training received in the workshop.
5. Keep records of students' progress.
6. Report regularly to the student placement coordinator or program director.
7. Attend monthly tutors' meetings.
8. Contact students when they are absent and seek outreach opportunities to all students.
9. Attend additional tutor training events when possible.
10. Commit to share your faith and testimony with students.

Days/Times: As arranged with the student.

Tutors' meetings: _____

Contact: (Director's name, phone number)

I agree to perform the above responsibilities from the time I am assigned a student.

Signature

Date

Appendix C Community Agencies and Organizations to Contact for Potential Students

Adult basic education counselors	Policemen
Armed Forces induction centers	Prisons, jails, work release, and after-release programs
Baptist Association offices	Refugee resettlement offices
Baptist Centers	Salvation Army
Bank employees	School principals, teachers, counselors
Block organizations/neighborhood councils	School reading specialists
Christian women's/men's job corps	Social Security office
Church pastors, staff	Social service agency workers/directors
Community action program	St. Vincent DePaul
Community centers	Technical/trade school counselors
Construction workers	Truant/probation/juvenile delinquent officers
County extension agents, farmers	Trucking companies, truck drivers
Crisis clinic employees	Urban renewal housing management/low income housing office
Crisis pregnancy centers	Visiting nurses association
Denominational social service agencies	Vocational rehabilitation department
Driver's license workers	Welfare department
Employment office/manpower training programs	YMCA, YWCA
Factory/industrial workers	
Family counselors	
Goodwill Industries	
Habitat for Humanity	
Halfway houses/rescue missions	
Health agencies	
Head Start parent group leaders	
Homes for mentally disabled persons	
Homes for unwed mothers	
Legal aid society	
Local politicians	
Low income housing resident council members	
Medical or hospital receptionists/admissions clerks	
Migrant ministry/migrant council	
Minority group leaders	
Motor vehicle department	
Newspaper editors/reporters	
Parent-teacher organizations	
Personnel directors	

Appendix D Sample Letter to Community Agencies and Businesses

Dear: _____

(*Church Name*) has an Adult Reading and Writing Ministry. Many adults in our community need to read better to improve their lives economically, socially and spiritually.

We offer free one-on-one tutoring sessions on a weekly basis. Students and tutors are matched according to their availability, geographic location and special needs. Our teaching is private and confidential. While there is no fee paid to the tutor, we do encourage students to purchase their own materials as they are able. Volunteers from local Southern Baptist churches have been specially trained to work with adult reading and writing students.

If you are aware of individuals who need to learn to read better, please share this opportunity with them. You can reach our ministry by contacting (*insert name and phone number of contact person*), (*insert days and times the person may be contacted*). If you have any additional questions, please feel free to call us.

We appreciate your work to help better the lives of people in our community.

Sincerely,

Appendix E What to Do After the Workshop if You Don't Have a Student

1. Talk to your family about what you believe God is leading you to do through ARW ministries.
2. Enlist a prayer partner to pray for God's timing and direction in leading your first ARW student to you.
3. Talk with your pastor.
 - A. Share about your call to get involved with this ministry.
 - B. Ask for his guidance in prayer and in determining which church groups to become linked to for support.
 - C. If a contact phone number has not already been decided, ask his permission to use the church phone number as a contact number that potential students could call in to find out about tutoring. Be sure to ask if this number could also be used on advertising literature (brochures, cards, flyers). The church office would record the potential student's name and two phone numbers. Then the church office would contact a designated volunteer who would return the phone call within 48 hours.
 - D. If a location for tutoring has not been determined, ask if it would be possible for you to use a room in the church for tutoring where there would be accountability, safety (when others are also in the building), *and* privacy for the student.

NOTE: If it is not possible to use the church's phone number, another alternative would be to talk with the Director of Missions at the local Baptist Association to see if they might be willing to handle potential student requests by securing basic registration information: student name and two phone numbers. The association office can contact a designated volunteer who would return the phone call within 48 hours.
4. Talk to the church secretary and church staff (or association secretary and staff) about ARW ministries and instruct them on how to fill out basic information on potential students. Provide them with a simple overview of how the ministry operates: one-to-one tutoring, services are free, students buy books, arranged according to time/location availability.
5. Add your prayer request to find an ARW student to the church's prayer list.
6. Talk to your Sunday School class and mission organization groups. Make them aware of the need for ARW and your need to find God's student.
7. Identify two or more individual resource people, inside or outside your church, that you personally know who also work in jobs where they might come in contact with adults who have low reading skills. Call them and share about ARW ministries and your need for a student. Tell them how to refer potential students through the church/association phone number.
8. Identify two or more agencies to network with. First, look in the phone book or identify any human service organization with a Christian base such as homeless programs, Habitat for Humanity, crisis pregnancy centers, etc. Make an appointment or call them about ARW ministries. Let them know of your availability to teach an adult how to read better. Tell them how to refer potential students through the church/association phone number.
9. Once you have a student, thank the people who have supported you with prayer.
10. If there are more requests for tutors and none available, consider recruiting more volunteers from the church and arrange for workshop training. If the reading student needs a tutor immediately, refer them to the other literacy providers in the community. If you haven't made any contact with these programs yet, now is the time to do so.

Think it Over

Answer these questions to apply this information to your potential ministry.

1. Who are potential volunteers in your church's ministry? What tasks would they have?
2. Who are the potential students of your ministry?
3. How will you advertise your ministry?
4. How will your ministry schedule student/tutor time?
5. Where will students and tutor meet?
6. What ministry area will this ministry relate to? Why?

Chapter 3 Understanding the Adult Low-Level Reader

Adults Who Asked for Help to Improve Their Reading Skills

These are short descriptions of people who asked an adult reading and writing Literacy Missions ministry for help. They are typical of the students your ministry may have.

Kisha, an 18-year-old who appears to read and write on a second grade level, asked for help.

Jack is a young man who dropped out of high school in the eleventh grade because he went to jail. His reading, language, and math levels are very low.

Tommy is a high school graduate and is employed, but he knows that improving his reading skills will help him on the job.

Sarah graduated from high school through special education. She wants to get her driver's license and improve her education.

Tiffany, a 28-year-old mother of three, has worked since she was 15 years of age, and though she has a high school diploma, she knows that her reading comprehension skills need improvement.

Adel, in her 30s, knows the alphabet, but can't read.

Angelia has her GED® but knows she does not read as well she should and cannot help her fifth grade daughter with her schoolwork. She knows her reading comprehension needs improvement.

Cynthia's employer wants to send her for training, but she must first pass three parts of the Tests of Adult Basic Education®.

George is a delivery truck driver. Improving his ability to read maps, road signs, etc. would be very helpful to him.

He knows he needs help with basic reading skills, reading comprehension, and spelling.

Audrey, a 49-year-old, attends Sunday school, church, and a Bible study. She wants to improve her reading skills to understand God's Word better, spell better, and eventually get her GED®.

John, who is in his fifties, lost his job because the factory he had worked in since graduating from high school closed. He wasn't able to read well enough to complete the application forms for adult education classes to learn new employment skills.

Margaret is 73 and in an assisted living facility. She has very low reading skills and wants to be able to read the Bible.

Feeling and Attitudes

Adults who have not mastered the skill of reading experience a variety of feelings. Not every low-level reader will have each of the following feelings and responses. However, you should be aware that your student will have experienced and will possess some of these feelings. These feelings affect how that person sees himself or herself and relates to the surrounding world.

"For as he thinks within himself, so he is" (Proverbs 23:7a, NASB).

Feeling/ Attitude	Verbal Response
Different	Everyone else learned to read and I didn't.
Fear	I am afraid of being discovered, failing, being laughed at, being fired, being rejected.
Powerless	With limited reading skills, I can change very little about my life. I'm not sure I understand everything that is going on. I am at the mercy of other people.
Anger	Life has dealt unfairly with me. With limited reading skills, I have only a minimal chance for success. The schools failed me.
Unlovable	Since I can't read well, I'm not as good as those who can read. I am not worth loving.
Alone	I must be the only person who has this problem. I can't tell anyone I need help. I don't want people to know I don't read well.
Despair	I'm stuck! There is no way out. I'll never learn to read better.
Failure	I failed to learn to read in school. My teachers, parents and friends told me I was a failure. They were right.
Antagonistic	I don't like books, learning or anything that reminds me of school or has to do with reading.
Depressed	No matter what I do things won't change. There's no reason for me to even try.
Suspicious	I'm sure people have taken advantage of me before because of my limited reading skill. I always have to be on my guard.
Dependent	I feel like a child, having to ask for help in basic, everyday activities like looking up telephone numbers and completing application forms.

Results of These Feelings

The adult low-level reader may respond to these feelings in a variety of ways. Some are complete opposites. Here are some frequent responses.

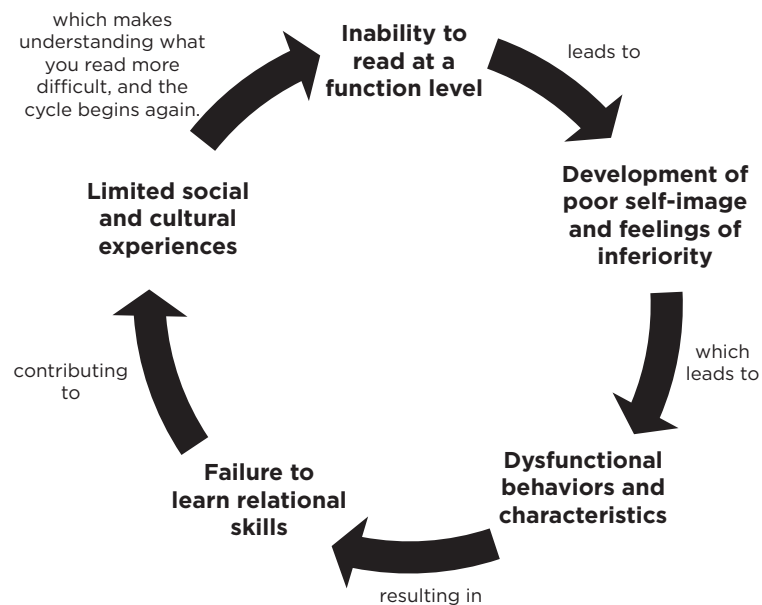
Behavior	Behind the Response
Act hostile	Actions such as aggressive behavior and loudness keep people at a distance and cover up the insecurity of not knowing how to read well.
Withdraw	As difficult as loneliness is, it is better than rejection, being laughed at and continued failure.
Give up	Many are easily discouraged and lose interest if learning becomes difficult. Failure to learn has become a lifetime habit. They are sure they will fail again; therefore, there is no use in expending a lot of effort.
Are determined	For some, however, the difficulties only make them more determined to learn.
Resist change	As uncomfortable as today's problems are, their dimensions are at least known.
Compensate	They develop expertise in areas that do not require reading skill. They work multiple jobs to get ahead.
Are sensitive to nonverbal communication	They may not be able to read the printed page, but they can read people's attitudes and feelings like a book.

A Student May Express These Feelings and Attitudes in Many Ways

Expression	Needs Behind the Feeling
I'm not sure I can do it.	I lack confidence. Help me succeed. Reassure me.
I didn't like school; my teachers didn't like me.	Accept me as I am. Let me know I fit in. Teach me something I want to learn.
I did it wrong again.	I'm critical of myself. I'm disappointed in myself. Are you disappointed in me?
What a drain! You don't know what I've been through.	How would you feel if you were a continual failure? I need encouragement. I feel like I'm wasting my time.
I feel like I'm going too slowly.	Are you going to get too tired of this and quit teaching? I need more challenge. I feel stupid.

Vicious Cycle of Despair

An adult's inability to read at a functional level often sets in motion a vicious cycle of despair.



Ways Tutors Can Respond to These Feelings

Maintain confidentiality

Many adult literacy students do not want others to know they need to work on improving their reading skills. Unless the student gives you permission, don't use their name when asking for prayer requests, discussing, or reporting on your ministry. Simply use the term "my student."

Demonstrate the gifts of the Holy Spirit

As you relate to your student, demonstrate "love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control" (Gal.5:22 NIV). Your consistency will impact your

student for Christ.

Accept

Your student must be accepted as a person of worth and value. He may have values and goals that are different from yours. Yet this student is a child of God to be respected and loved. Your student will quickly detect any sense of superiority on your part and you won't see him again.

Listen

Paying attention to your student's expressions of feelings and ideas without condemnation and rejection is one of the best ways to convey a sense of respect and dignity to him. Providing an opportunity for the student to talk out ideas, decisions, and problems gives him an opportunity to evaluate, vent emotions, and seek counsel. You don't have to know the answers to your student's questions. Investing time in listening to your student's concerns demonstrates your care. It reflects the love of God, our listening Father.

Encourage

Affirm the student's efforts and point out his progress. People must believe that they can learn before they will learn. Use positive language. Refrain from saying, "No, that's not right." Simply model the correct response. Remind the student that he is not in this alone. You will help. But more importantly, God, who created the student and gave the ability to learn, will help in this task and everything else in his life.

"Christ gives me the strength to face anything" (Philippians 4:13, CEV).

Help set goals

Learning to read takes a long time. Because there are many skills to be mastered, it can seem overwhelming and impossible. Help your student set short-term goals that are measurable, attainable, and worthwhile from his perspective. This will provide motivation for learning and a sense of progress and accomplishment.

Goal setting may be a new concept for many students. Realistic goals may not be established in an initial interview. They can be developed as the tutor works with the student. Remember that the goals must be the student's goals, not the tutor's goals for the student.

It is important to set both short-term and long-term goals. Some examples of short-term goals include these: writing letters, making a grocery list, reading to a preschooler, finding information, reading medicine bottles, and reading street directions/maps. Some examples of long-term goals include: taking a test for a driver's permit, applying for a job, reading how-to books (car maintenance), and more.

Conclusion

How you treat and respond to your student impacts his learning process. You can be an encourager or a discourager, a motivator or a roadblock.

How you treat and respond to your student impacts his understanding of what it is to be a follower of Jesus Christ. Pray that what your student sees, feels, hears, and learns is Christ's love and grace for him.

Think it Over

Answer these questions to apply this information to your potential ministry.

1. What are some feelings many adult, low-level readers experience? What behaviors may result from these feelings?
2. How can tutors respond to these feelings?
3. Why is confidentiality important in an adult reading and writing ministry?
4. Why do you want to work with adult, low-level readers?
5. What challenges do you expect to encounter as you work with adult learners?

Chapter 4 What Is Reading?

Definition of Reading

Reading is the meaningful interpretation of printed symbols. It involves more than knowing the names of the letters of the alphabet and the sounds that they represent. It involves more than being able to recognize individual words. For meaningful interpretation of printed symbols to occur, the reader must understand what the writer is trying to communicate. Comprehension must take place.

Skills Necessary for Reading

A person must master many skills to learn to read. Some of these are developmental and others are acquired through direct instruction, practice and experience.

1. Developmental Skills

There are several foundational, developmental stages that must be passed before a student can begin to master the skills of reading. This development includes these:

- A well-developed sense of oral language
Listening and speaking skills provide a rich bank of concepts and real-life knowledge that contribute to understanding what you read.
- Auditory discrimination
The learner needs the ability to hear the similarities and differences in sounds.
- Visual discrimination
The learner needs the ability to see the differences and likenesses in shapes.
- Cultural literacy
An understanding of common knowledge, information and vocabulary used in our culture enables the learner to make sense of what is read. Writers and speakers assume that their audiences have this knowledge.

2. Word Recognition and Decoding Skills

Being able to mentally translate the written symbols into words that can be recognized is essential to the task of reading. This task involves several components.

- Phonics
Phonics is a systematic study of letter-sound relationships. The knowledge of consonant sounds, long and short vowel sounds and a few basic word patterns gives the beginning reader knowledge upon which to build.
- Sight words
Sight words are recognized instantly. They are recognized as a whole—not broken down into their letter parts. They are words that are used frequently. They usually are not phonetically regular in spelling. *Thought, though, where, was* and *have* are some examples of sight words. A sight word bank is a store of words a person possesses or a repertoire of words at one's command. They are recognized and used automatically.
- Word families
Word families have the same cluster of letters in the same place in the word, near the end. This group of letters can be built into many different words, simply by changing the beginning letter or group of letters.
Example: *-an (ban, can, Dan, fan)*

The new reader who recognizes and makes use of word families builds fluency and confidence. Knowing the 37 most common word families results in the ability to read 500 words. The word family endings are:

-ack	-ame	-at	-ell	-ight	-ink	-op	-ump
-ain	-an	-ate	-est	-ill	-ip	-or	-unk
-ake	-ank	-aw	-ice	-in	-ir	-ore	
-ale	-ap	-ay	-ick	-ine	-ock	-uck	
-all	-ash	-eat	-ide	-ing	-oke	-ug	

Reinforce word family recognition through rhyming books, playing games and other fun activities.

- Structural analysis

Structural analysis is simply looking at how root words, prefixes and suffixes, are used to build new words or break down words into meaningful parts. Knowing the meaning of root words, prefixes and suffixes can help readers determine the meaning of new words.

3. Comprehension Skills

Recognizing individual words or phrases is only part of the reading process. Being able to understand what the author is trying to communicate is the purpose of reading. Many adult, low-level readers can recognize and decode many words, but they have not fully developed the skills necessary for comprehending the meaning of material they read. There are several skills involved in understanding what is read.

- Vocabulary Knowledge

The reader must know meanings of words, not just call out the words correctly, to comprehend what he or she is reading.

The reader must figure out or recognize words, determine their correct meaning in context and combine the meanings of individual words into ideas to comprehend what the writer has in mind.

Determining word meanings is complicated because so many words have multiple meanings. A knowledge of homonyms, synonyms, antonyms and other such words is necessary for comprehension.

Vocabulary development is a process of relating new words and ideas to prior knowledge and experience.

- Use of Context Clues

The reader should develop the ability to use context clues to help in understanding the meaning of unfamiliar vocabulary and ideas.

- Critical Thinking Skills

Evaluating and interacting with the material read is important for understanding. Asking questions helps build critical thinking skills.

Critical thinking skills help a reader:

- Understand the author's point of view
- Find the main idea
- Distinguish between the main idea and supporting details
- Compare and contrast ideas
- Understand cause and effect
- Understand the logical development of ideas
- Determine a sequence
- Follow directions
- Make inferences
- Draw conclusions
- Make predictions

- Distinguish between fact and opinion
- Knowledge and Use of Reading Strategies for Comprehension
Strategies good readers use for comprehension include:
 - Expect the material to make sense
 - Take chances, risk being wrong
 - Look for distinctive features in letters, words
 - Make use of repeated patterns to help understand meaning
 - Look for whole meanings
 - Guess at word meanings
 - Bring their own knowledge to understanding the material
 - Change reading approaches depending upon the type of material
 - Evaluate the author's information and reasoning
 - Check for biases or propaganda techniques

Many skills are involved in learning to read and write. Your students may possess some of these skills. But those they haven't mastered yet are making it difficult to become a good reader. As you work with your student, teach a broad variety of skills, not just A, E, I, O, U. Helping your student learn to understand and evaluate printed symbols helps them become good readers.

Think it Over

Answer these questions to apply this information to your potential ministry.

1. How does reading comprehension differ from word recognition?
2. What are some developmental skills necessary for learning to read?
3. Why are word recognition and decoding skills important in reading?
4. Describe the four aspects of reading comprehension.
5. Explain your own reading strengths and weaknesses. How will understanding your own reading ability help you tutor effectively?

Chapter 5 Guidelines for Initial Interview and Evaluating the Student's Reading Ability

Initial Interview with the Student

For consistency, it is best if one person does the evaluating and placement of all students. In some ARW ministries, one person is designated student placement coordinator and has the responsibility of doing all of the initial interviews and placement. After conducting the interview, the coordinator assigns the student to the appropriate volunteer, gives the tutor the materials and sets up the first tutoring session.

The ARW Student Information Sheet for initial interviews and placement is in the Appendices of this chapter.

1. Before the interview, pray for sensitivity, insight, and understanding.
The first meeting with the student is critical. It helps form the student's attitude toward the ministry and this new learning experience.
2. Introduce yourself.
Explain that you are a volunteer from your local church. Tell the potential student that helping adults improve their ability to read and write is one of the ways your church demonstrates the love of Jesus Christ—helping meet the needs of their neighbors.
3. Assure the student that many people are unable to read.
The student is not alone with his or her problem.
4. Get the student's contact information.
5. Find out about the student's expectations and goals.
What things does the student want to be able to do after learning to read better? Not all the student's goals can be met in a short time. Learning to read is a skill that takes time and practice. Don't promise the student results that might be impossible to accomplish. (i.e. You'll be able to read anything you want to read in two months.) Assure him or her that you will help him or her work at his or her own pace to move toward accomplishing those goals. Build trust and confidence, but be honest.
6. Learn the student's interests.
Ask what material the student wants to be able to read better. Learn about the student's interests. This allows the teacher to provide supplementary materials that will keep the student's motivation and interest high.
7. Discover the student's educational background.
Ask about the last grade completed in school. Ask if the student has been tutored in reading before. Write the last grade completed on the ARW Student Placement Interview Form.
8. Explain that reading verses from the Bible is a part of every lesson.
The student should know at the outset that the Bible, the most important book we have, will be used regularly to help teach and reinforce basic reading skills. One of the most frequent reasons given by adults for wanting to learn to read better is to read the Bible. If the student is uncertain about using the Bible, ask him or her to let you demonstrate using the verses during the first two lessons. Then the student can make a decision.
9. Determine times the student is available to work with a tutor.
If the student needs to meet at a time when your tutors are not available, don't conduct the

placement interview. Refer the student to another literacy provider who may have tutors available.

10. Conduct the student placement interview to determine which instructional materials will be the most appropriate.

The directions for conducting the interview are explained later in this chapter.

11. Emphasize that both the student and tutor make a commitment of time and effort. The tutor and student are partners in the learning experience. Tutors commit time outside of class to prepare for the lessons. Students also need to commit time outside of the tutoring session to practice using those new skills.

Note that, with everyone's busy schedules, on-time class attendance is important for both tutor and student.

You might want to set some ground rules. Here are some to consider. When a student is unable to come to class, it is the student's responsibility to contact the tutor. If the student is running late and hasn't contacted the tutor, the tutor will wait at the assigned location for up to 30 minutes. After that time, the tutor will assume something has gone wrong and will leave.

12. Pray with the student.

This helps set the tone and focus for the relationship.

13. After the student interview, contact the tutor and give information concerning the student. Assign materials, and ask the tutor to call the student to set up the first tutoring session. Instructions for the first tutoring session for a tutor who did not conduct the initial student placement interview are explained later in this chapter.

Evaluating The Student's Reading Ability

When you begin working with a student, you'll want to know his or her reading level to select teaching material at the appropriate level. If the material you use is too easy or too difficult, the student will not benefit from it and will not continue studying with you. It is best to use the term "reading level" rather than "grade level" with an adult.

There are three basic reading levels:

1. Independent reading level
The student can function on his or her own well enough to read with comprehension.
2. Frustration reading level
The reading material is so difficult that the student cannot successfully respond to questions about the material, even with teacher guidance. Oral reading is slow, labored and non-fluent.
3. Instructional reading level
The goal is to place the student at this level. The instructional reading level is more challenging for the student than the independent level, yet it is not so difficult that the student is frustrated.

NOTE: The student may be able to read at a higher reading level if the subject is of interest or is one in which the student has a lot of experience and background knowledge.

Conducting The ARW Student Placement Interview

The instructional reading level is determined through a placement interview. Two options include these:

- *Laubach Way to Reading Screening and Diagnostic Inventory* (New Readers Press)
- ARW Student Placement Interview in this manual

The Laubach Way to Reading Screening and Diagnostic Inventory provides a very detailed evaluation of the student's skills. The ARW Student Placement Interview is shorter and less detailed. It also provides information for placing students who read at a higher level than Skill Book 4 (the last book in the LWR series).

Instructions for conducting the Laubach Way to Reading Screening and Diagnostic Inventory are included with the test. Instructions for conducting the ARW Student Placement Interview follow.

ARW Student Placement Interview

A. Prepare a student placement interview notebook.

1. Make a copy of the seven word lists and the seven reading passages. These are found in the appendices of this chapter.
2. Place each list and reading passages in a sheet protector in a three ringed binder. You will hand the word lists and reading passages to the student one at a time.
3. Make copies of the interviewer's copy of the word lists and the reading passages. These copies are used for marking any errors that the student makes on the word lists and reading passages you use. These copies will go in the student's folder.
4. Make copies of the ARW Student Placement Interview Form. You will record the error information from the placement interview on this form. Include the copy in the student's folder.

B. The ARW Student Placement Interview has four steps:

1. The student reads leveled word lists until he or she makes at least three errors.
2. The student reads leveled 100-word passages aloud. The Interviewer listens for fluency and ease of reading.
3. The student answers questions about the passages to determine his or her comprehension.
4. The interviewer selects instructional material based on the student's performance.

The results are recorded on the ARW Student Placement Interview Form.

Step 1: The Word List

1. Seven word lists with selected words from each LWR Skill Book and Challenger Series 3-5 are provided in the Appendices of this chapter. There is one set for the tutor to copy and mark the student's errors. This copy goes in the student's file. There is one copy for the student to read.
2. Ask the student to read the word list beginning with List 1. Instruct him or her to read the number and then the word. This lets you know if he or she recognizes numbers, an important skill. Be strict in noting errors. It's better for a student to be placed at a lower level and advance quickly than to be placed at a higher level and struggle with the material.
3. Stop when the student makes the number of errors for the word list level indicated on the placement interview form.

Next, move to the reading passages section of the test.

NOTE: If the student does not master the first list, further testing is unnecessary. His or her instructional level is LWR Skill Book 1.

Steps 2 and 3: Oral Reading and Comprehension

Word recognition alone does not indicate a student's instructional reading level. Oral reading and comprehension also define the student's skill level.

Leveled reading passages are provided to test the student's oral reading and comprehension levels in the appendices of this chapter. There are two copies of each reading passage. One copy is for the student to read—this is the copy you placed in the sheet protector. The second copy is for the teacher to mark the student's errors. The teacher's marked copy is put in the student's file.

1. Select the reading passage.
Begin with a passage that is one level below where the student had to stop on the word list. For example, if the student had to stop on Word List 3, begin with reading Passage 2.

Both the student and the tutor need a copy of the reading passage. The tutor marks errors on his or her copy. After the placement interview is done, the marked copies are placed in the student's file.

2. An interview guide is provided for each reading passage. The guide includes the following steps.
 - A. Ask the student questions to prepare him or her to read the passage.
Stimulating the student's background knowledge and experience prior to reading the passage will help him. For example, in a reading passage about a car accident, ask if the student has ever been in a car accident or seen an accident. Then say, *"This is a story about a car accident."*
 - B. Ask the student to read the passage silently.
It is always helpful for the student to review the passage silently before he or she is asked to read it aloud. This helps the student feel more secure and will improve his or her oral reading.
 - C. Ask the student to read the passage orally.
 - D. Mark all errors on the interviewer's copy of the passage.
 1. Circle mispronounced words.
 2. If a student cannot read a word, circle it. Then tell the student the word. Do not assist him or her in decoding the word.
 3. If a student reads a word that is not in the passage, make a circle above where he or she added the word.
 4. Count the errors. If the student makes nine or more errors, do not go to the next level.
 - E. Ask the student to retell the story in his or her own words.
Determining how much the student understands about the material he or she read is essential in assessing his or her instructional reading level.
 - F. Ask questions to verify the student understood what he or she read.
These questions include specific factual questions and interpretive questions. The answers to interpretive questions are not directly stated in the passage. They require the student to either understand information that is implied or give an opinion. For example: "Do you think that George was angry? Why?" Questions are provided for you in the reading passage interview guidelines. If during retelling the student stated information that correctly answers a question, do not ask the question. Mark the answer as correct, and continue to ask unanswered questions.
3. Continue reading passages until the student reaches frustration level.
The passage is at a student's frustration level if there are nine or more errors in oral reading or a total of three errors in comprehension, combining both factual errors and interpretive errors.

Step 4: Select Instructional Materials

After the placement interview, select materials for instruction.

1. Select material that is one level below where the student tested at frustration level.
This will be the student's instructional level. At this level, the material should be challenging without being either too easy or too difficult. For example, if the student's frustration level was level 4, begin at level 3 with Skill Book 3.

If you are uncertain between two levels, it is always best to choose the lower level to begin instruction.

Always begin instruction at the beginning of a book.
2. When the student scores above the instructional level of LWR Skill Book 4, the New Readers Press Endeavor series, levels 3-8, provides higher level materials. Starting with book 3 will

help build you student's confidence and reinforce basic comprehension skills. Comprehension skills are usually one of the primary needs of low-level readers.

3. Reinforce basic phonics and spelling skills for those placed higher than LWR Skill Book 1. Most students who place higher than Skill Book 1 have gaps in phonics and spelling. A systematic review of phonics and spelling rules is useful for filling in the gaps.

Begin with LWR Skill Book 1, Chart 1. Use the alternative teaching method for teaching the charts presented in LWR Skill Book 1 Teacher's Manual. Teach only the charts. Use the Bible material with each chart. Gradually teach through all the charts of the books of LWR that preceded the book where the student was initially placed. The student placed above Skill Book 4 will work through all of the charts.

Sounds on the charts that are problems for the student need to be practiced. In the Tutoring Strategies and Resources chapter of this manual you will find, beginning on page 140, Phonics Word Line Practice Pages. Each individual page focuses on a single sound. The word lists and sentences can help your student practice individual sounds that are difficult for him. An instruction page describes how to use the material.

New Readers Press Focus on Phonics series is also a resource to help fill in phonics gaps.

The First Tutoring Session If You Did Not Conduct the Initial Interview

The following activities are suggestions for the tutor who did not participate in the initial interview or administer the placement test. These activities should be done in the order listed; it may take more than one session to complete them.

The first meeting with the student is critical. The activities and tone of the session help form the student's attitude toward the tutor and this new learning experience. The activities of this session should be designed to put the student at ease and to help him or her feel successful.

Activity 1: Introductions

1. Introduce yourself. Explain that you are a volunteer and tell what motivated you to get the workshop training and share about some of the activities in your life. Then share that you would like to ask a few questions about his or her interests and background to get some idea of things he or she might be interested in learning. Ask a few questions about family, work, favorite things to do after work, weekend activities, etc. If the student seems hesitant, don't pry. As your tutoring relationship develops, the student will share more information. Always be sensitive to your student's confidences, and at all times protect his or her privacy.
2. For reinforcement and your information, quickly review steps 3, 4, 7, 8 and 11 of the Initial Interview with the student.

When discussing goals (step 4), remember to set one short-term goal. For example: attending class weekly for four weeks or looking through a magazine of his or her choice each week are appropriate short-term goals. You may need to work with the student for several sessions before more goals are determined.

Remember not to promise what you can't deliver. Emphasize you and the student will work together and that you will begin where he or she is able to learn at a comfortable rate. Explain that means feedback is encouraged about what he or she likes, what method is working best, and what he or she doesn't like.

Activity 2: Begin teaching the first lesson in the assigned text

1. If the student was placed in LWR, and if there is time to complete an entire lesson, teach lesson 1 in the appropriate skill book. If there is not sufficient time, simply show the student the book you will use in the next class.
2. If the student was placed beyond LWR, begin teaching lesson 1 of the material selected for his or her reading level.

Chapter 5 Appendices

Appendix A Practice pages for the Basic Workshop

Appendix B Adult Reading and Writing Student Information Form and Placement Interview Form

Appendix C Interviewer's Copies of Word Lists for Student Placement Interview

Appendix D Interviewer's Copies of Reading Passages and Guidelines for Student Placement Interview

Appendix E Student's Copies of Word Lists for Student Placement Interview

Appendix F Student's Copies of Reading Passages for Student Placement Interview

Appendix A Practice Pages for the Basic Workshop

Interviewer's copy for use in basic workshop.

Instructions for interviewer: If the student makes 3 or more errors on Word List 1, stop the interview. If the student makes 3 or more errors on Word List 2, stop the Word List part of the interview and begin the Reading Passage portion.

Student's name: _____

Word List 1

1. apple
2. up
3. visit
4. not
5. thank
6. yes
7. look
8. on
9. you
10. has
11. they
12. for
13. boy
14. two
15. street

Word List 2

1. after
2. thinking
3. some
4. better
5. hurry
6. them
7. windy
8. fix
9. king
10. match
11. plan
12. farmer
13. kisses
14. gifts
15. yelled

Interviewer's copy for use in basic workshop.

Student's name: _____

Skill Book 1	Number of Errors: _____
--------------	-------------------------

Guidelines for Placement Reading Passage 1

A. Pre-reading – Ask the student:

1. Have you ever been camping or fishing?
2. If the answer is yes - Did you enjoy it?
If the answer is no - Would you like to go?
3. The passage you are about to read is about a family that goes fishing.

B. Ask student to read passage silently.

C. Ask student to read passage aloud. Circle the errors on your copy.

This man is Mr. Hill. This woman is Mrs. Hill. This boy is Ed Hill.
This girl is Jill Hill.

Mr. and Mrs. Hill are at the river. Ed and Jill are at the river.

The Hills are looking at the fish. The fish are jumping in the river.

Mr. and Mrs. Hill are fishing. They are fishing in the river. Mr. Hill
gets a fish. Mrs. Hill gets a fish.

Ed and Jill are fishing. They are fishing in the river. Ed gets a fish.
Jill gets a fish.

The Hills are at the tent. The fish are in a pan. Mr. Hill puts the fish in
a dish. He gives the fish to the children. They thank him for the fish.

D. Ask student to tell the story in his own words.

If during retelling the student stated information that correctly answers a question, do not ask the question. Mark the answer as correct, and continue to ask unanswered questions. Beside each question, mark C for correct and X for incorrect.

1. What was the family's last name? **(Hill)**
2. How many people went fishing? **(4)**
3. Did they catch any fish? **(Yes, everyone did)**
4. Do you think they enjoyed fishing? Why?

Interviewer's copy for use in basic workshop.

Student's name: _____

Skill Book 2	Number of Errors: _____
--------------	-------------------------

Guidelines for Placement Reading Passage 2

A. Pre-reading – Ask student:

1. Have you ever bought vegetables or fruit from a farmer rather than at the grocery store?
2. The passage you are about to read is about a farmer selling things at a farmer's market.

B. Ask student to read passage silently.

C. Ask student to read passage aloud. Circle the errors on your copy.

This is the Arthurs' car. Carl and Carmen are in their car. They are going to the market. The farmers' market is in the city.

The market is not far from the Arthurs' farm. The Arthurs get to the market quickly in their car.

Many farmers are parking cars at the market. Carl is parking the car. He is parking the car at the market.

The Arthurs sell apples and eggs at the market. They sell hens at the market. They sell jars of jelly at the market.

The Arthurs visit with friends at the market.

It is getting dark at the market. The farmers will not sell after dark.

Carmen says, "It is getting dark. Let's get in the car. Let's start back to the farm."

Carl says, "Yes, it is getting dark. Let's start back to the farm."

Carmen is starting the car. The Arthurs are starting back to the farm. It is not far to the farm. It is not far from the market to the farm.

D. Ask student to tell the story in his own words.

If during retelling the student stated information that correctly answers a question, do not ask the question. Mark the answer as correct, and continue to ask unanswered questions. Beside each question, mark C for correct and X for incorrect.

1. What is the farmer's last name? (**Arthur**)
2. How many people from the Arthur's farm went to the farmers market?
(**2, Carl and Carmen**)
3. What did they sell at the farmers' market? (**apples, eggs, hens, jelly**)
4. What would your like about a farmers' market? Why?

Appendix B Adult Reading and Writing Student Information Form

The following pages are used to conduct the Placement Interview. Copy as indicated in this chapter's instructions.

Adult Reading and Writing Student Information Form

Name: _____

Address: _____

Street Line 1: _____

Street Line 2: _____

City: _____ ST: _____ ZIP: _____

Home phone: _____

Work phone: _____

Cell: _____

Emergency Contact Person: _____ Phone: _____

Date of Birth: _____ Age: _____ Gender: _____

Student's goals: What do you want to be able to do when you read better?

Student's interests:

Student's educational background:

Last grade completed:

Have you been tutored before?

If yes: What happened?

Times available to work with a tutor:

Pray with the student

Person conducting the interview: _____

Placement Interview Form

Student's Name: _____ Date: _____

Person conducting the interview: _____

Word List	Number of Errors	Do I stop or continue?
List 1		If 3 or more, stop; do not go to reading passage; place in Skill Book 1.
List 2		If 3 or more, stop.
List 3		If 3 or more, stop.
List 4		If 3 or more, stop.
List 5		If 3 or more, stop.
List 6		If 3 or more, stop.
List 7		If 3 or more, stop.

Reading Level

1. Begin with the passage one level below where the student had to stop on the word list.
2. Continue the reading passages until the student makes enough errors in either oral reading or comprehension to stop.
3. Place the student one level below where he had to stop. (Example: level 3, nine errors in oral reading, two errors in comprehension—place at level 2)

Level	Number of oral reading errors 9 + errors = stop	Number of comprehension errors 3 + errors = stop

Beginning book for student: _____

Appendix C Interviewer's Copies of Word Lists for Student Placement Interview

The following pages are the Interviewer's Copies Word List for Student Placement Interview. Copy them as indicated in the instructions for placement interviews.

Interviewer's copy for use with a student.

Instructions for interviewer: If the student makes 3 or more errors on Word List 1, stop the interview. If the student makes 3 or more errors on Word List 2, stop the Word List part of the interview and begin the Reading Passage portion.

Student's name: _____

Word List 1

1. apple
2. up
3. visit
4. not
5. thank
6. yes
7. look
8. on
9. you
10. has
11. they
12. for
13. boy
14. two
15. street

Word List 2

1. after
2. thinking
3. some
4. better
5. hurry
6. them
7. windy
8. fix
9. king
10. match
11. plan
12. farmer
13. kisses
14. gifts
15. yelled

Interviewer's copy for use with a student.

Instructions for interviewer: If the student makes 3 or more errors on Word List 3 or 4, stop the Word List part of the interview and begin the Reading Passage portion.

Student's name: _____

Word List 3

1. driver
2. table
3. future
4. roast
5. dream
6. cries
7. clean
8. sandwich
9. eight
10. party
11. window
12. overcome
13. march
14. know
15. service
16. officer
17. flight
18. cheese
19. story
20. menu

Word List 4

1. accident
2. bought
3. rough
4. type
5. weigh
6. pronounce
7. measure
8. registration
9. statue
10. computer
11. nephew
12. salute
13. jewels
14. mountain
15. laundry
16. employee
17. lawn
18. machine
19. bridge
20. amusing

Interviewer's copy for use with a student.

Instructions for interviewer: If the student makes 3 or more errors on Word List 5 or 6, stop the Word List part of the interview and begin the Reading Passage portion.

Student's name: _____

Word List 5

1. apartment
2. breathing
3. construct
4. difference
5. freight
6. gentle
7. haunt
8. juicy
9. knack
10. laughter
11. merge
12. nervous
13. ought
14. phony
15. recipe
16. scald
17. trance
18. ulcer
19. vanilla
20. theft

Word List 6

1. acre
2. bacteria
3. chemical
4. disease
5. easiness
6. faintly
7. harbor
8. invention
9. league
10. muscle
11. nostril
12. opium
13. prong
14. rigging
15. speedily
16. trait
17. unluckily
18. vegetable
19. wheezy
20. wilderness

Interviewer's copy for use with a student.

Instructions for interviewer: Begin the Reading Passage portion of the interview after this Word List.

Student's name: _____

Word List 7

1. Aesop
2. bawl
3. combination
4. disappointment
5. emotional
6. fussbudget
7. greediness
8. handkerchief
9. incision
10. justice
11. knuckle
12. lynch
13. oblong
14. patience
15. squeamish
16. relationship
17. splendidly
18. thoughtfulness
19. unbelievable
20. veterinarian

Appendix D Interviewer's Copies of Reading Passages and Guidelines for Student Placement Interview

The following pages contain the Interviewer's Copies of the Reading Passages and Guideline for Student Placement Interviews. Use them as directed in the instructions for placement interviews.

Student's name: _____

Skill Book 1	Number of Errors: _____
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Guidelines for Placement Reading Passage 1

A. Pre-reading – Ask the student:

1. Have you ever been camping or fishing?
2. If the answer is yes - Did you enjoy it?
If the answer is no - Would you like to go?
3. The passage you are about to read is about a family that goes fishing.

B. Ask student to read passage silently.

C. Ask student to read passage aloud. Circle the errors on your copy.

This man is Mr. Hill. This woman is Mrs. Hill. This boy is Ed Hill.
This girl is Jill Hill.

Mr. and Mrs. Hill are at the river. Ed and Jill are at the river.

The Hills are looking at the fish. The fish are jumping in the river.

Mr. and Mrs. Hill are fishing. They are fishing in the river. Mr. Hill
gets a fish. Mrs. Hill gets a fish.

Ed and Jill are fishing. They are fishing in the river. Ed gets a fish.
Jill gets a fish.

The Hills are at the tent. The fish are in a pan. Mr. Hill puts the fish in
a dish. He gives the fish to the children. They thank him for the fish.

D. Ask student to tell the story in his own words.

If during retelling the student stated information that correctly answers a question, do not ask the question. Mark the answer as correct, and continue to ask unanswered questions. Beside each question, mark C for correct and X for incorrect.

1. What was the family's last name? **(Hill)**
2. How many people went fishing? **(4)**
3. Did they catch any fish? **(Yes, everyone did)**
4. Do you think they enjoyed fishing? Why?

Student's name: _____

Skill Book 2	Number of Errors: _____
--------------	-------------------------

Guidelines for Placement Reading Passage 2

A. Pre-reading – Ask student:

1. Have you ever bought vegetables or fruit from a farmer rather than at the grocery store?
2. The passage you are about to read is about a farmer selling things at a farmer's market.

B. Ask student to read passage silently.

C. Ask student to read passage aloud. Circle the errors on your copy.

This is the Arthurs' car. Carl and Carmen are in their car. They are going to the market. The farmers' market is in the city.

The market is not far from the Arthurs' farm. The Arthurs get to the market quickly in their car.

Many farmers are parking cars at the market. Carl is parking the car. He is parking the car at the market.

The Arthurs sell apples and eggs at the market. They sell hens at the market. They sell jars of jelly at the market.

The Arthurs visit with friends at the market.

It is getting dark at the market. The farmers will not sell after dark.

Carmen says, "It is getting dark. Let's get in the car. Let's start back to the farm."

Carl says, "Yes, it is getting dark. Let's start back to the farm."

Carmen is starting the car. The Arthurs are starting back to the farm. It is not far to the farm. It is not far from the market to the farm.

D. Ask student to tell the story in his own words.

If during retelling the student stated information that correctly answers a question, do not ask the question. Mark the answer as correct, and continue to ask unanswered questions. Beside each question, mark C for correct and X for incorrect.

1. What is the farmer's last name? **(Arthur)**
2. How many people from the Arthur's farm went to the farmers market?
(2, Carl and Carmen)
3. What did they sell at the farmers' market? **(apples, eggs, hens, jelly)**
4. What would you like about a farmers' market? Why?

Student's name: _____

Skill Book 3	Number of Errors: _____
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Guidelines for Placement Reading Passage 3

A. Pre-reading – Ask student:

1. Do you know someone who is retired?
2. What did they do after they retired?
3. The passage you are about to read is about a couple that retired.

B. Ask student to read passage silently.

C. Ask student to read passage aloud. Circle the errors on your copy.

Fran White is retired. Fran has been retired for three years. Her husband, Mike, has been retired for five years. The Whites have time to do things that they like.

Fran likes to run. Every day, she gets up at five and runs. She is getting ready for a big race. It is a mile race for retired women. Fran must run five miles every day. Then she will not get tired in the mile race.

Fran has been running every day for three years. Her doctors said that it was OK. At first, Fran did not run very far or very fast. Every week, she ran a little more.

Sometimes Fran runs in the park. Sometimes she runs in the street. Today Fran is running in the park. It is a nice day. People in the park smile at Fran. Fran smiles back at them.

D. Ask student to tell the story in his own words.

If during retelling the student stated information that correctly answers a question, do not ask the question. Mark the answer as correct, and continue to ask unanswered questions. Beside each question, mark C for correct and X for incorrect.

1. Had Fran and Mike White been retired the same length of time?
(No - Fran was retired 3 years and Mike 5 years)
2. What did Fran like to do? **(Run)**
3. How far did she run everyday? **(Five miles)**
4. Did Mike like to run? **(It didn't say.)**

Student's name: _____

Skill Book 4, p. 67	Number of Errors: _____
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Guidelines for Placement Reading Passage 4

A. Pre-reading – Ask student:

1. Have you ever been in a state park?
2. Would you like to live there?
3. The passage you are about to read is about someone who lived in a state park.

B. Ask student to read passage silently.

C. Ask student to read the passage aloud. Circle the errors on your copy.

When Sam Cook's book came out, the state found out that Jake Bush was living on state land. Jake lived on White Mountain in a huge state park.

Officers of the state parks department discussed what to do about Jake. "People are not allowed to live on state land," they said. "Mr. Bush will have to move."

One of the officers went on horseback to Jake's cabin in the woods. He told Jake what the parks department had said.

Jake frowned and said, "I have been living here for 30 years. Why are you telling me about this now?"

The officer answered, "A lot of people know about you now. If we allow you to stay here, everyone will want to live on free land."

Jake got angry. "I'm not moving!" he shouted. "If you want me out, you'll have to carry me out!"

D. Ask student to tell the story in his own words.

If during retelling the student stated information that correctly answers a question, do not ask the question. Mark the answer as correct, and continue to ask unanswered questions. Beside each question, mark C for correct and X for incorrect.

1. Who lived in the state park? **(Jake Bush)**
2. Did many people know Jake lived in the state park?
(Yes, after Sam Cook's book came out.)
3. What did the park rangers want to do? **(Have Jake move out of the park)**
4. Do you think Jake will move? Why?

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Publishing Division of Laubach Literacy International, used by permission

Student's name: _____

Challenger Book 3, p.14	Number of Errors: _____
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Guidelines for Placement Reading Passage 5

A. Pre-reading – Ask student:

1. Have you ever avoided talking about a subject because you didn't know much about it?
2. The passage you are about to read is about someone who avoided talking about a subject with his friend.

B. Ask student to read passage silently.

C. Ask student to read passage aloud. Circle the errors on your copy.

The real reason Jerome hadn't said very much to Steven about the yoga class was that he didn't want to say anything until he found out more about yoga. At first he had thought Steven was talking about that stuff he'd seen in an ad on television. According to the ad, if you ate this stuff, you would live to a very old age and always have good health. Then Jerome remembered that the stuff those old men in the ad were eating was called yogurt. Yuk!

After work on Friday, Jerome decided to go to the library and take out a book on yoga. He hadn't been in a library since old Mrs. Harvey had kicked him out of the high school library because all he ever did there was flirt with the girls. This had happened when he was a freshman. He could still hear Mrs. Harvey's voice shouting at him, "Jerome Martin, you're the worst boy I've ever met. If your mother and father have any sense, they will send you to reform school in the morning!"

D. Ask student to retell story.

If during retelling the student stated information that correctly answers a question, do not ask the question. Mark the answer as correct, and continue to ask unanswered questions. Beside each question, mark C for correct and X for incorrect.

1. Who is the passage about? **(Jerome Martin)**
2. What two things did Jerome get confused? **(Yoga and yogurt)**
3. How was Jerome going to find out about yoga? **(He checked out a book at the library.)**
4. Did Mrs. Harvey like Jerome? How do you know?
(No. She kicked him out of the high school library.)

Student's name: _____

Challenger Book 4	Number of Errors: _____
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Guidelines for Placement Reading Passage 6

A. Pre-reading – Ask student:

1. Have you ever had your pulse taken or your heart rate checked?
2. The passage you are about to read is about a person's heart rate.

B. Ask student to read passage silently.

C. Ask student to read passage aloud. Circle the errors on your copy.

A person's heart normally beats about 70 to 80 times a minute, but the rate changes in order to give the body as much oxygen as it needs. For example, your heart beats much faster when you exercise. It is rushing more oxygen to your body by speeding up the flow of blood.

There are many other examples of how the heart changes its rate of beating to meet a certain need. When you become angry, afraid, or excited, your heart beats harder and faster. This is one of the reasons why being angry or upset a lot is unhealthy: it is just too hard on your heart.

However, it seems that many people in the United States do not know how important it is to live calm and peaceful lives because 1,660,000 people die from heart disease every year.

D. Ask student to retell story.

If during retelling the student stated information that correctly answers a question, do not ask the question. Mark the answer as correct, and continue to ask unanswered questions. Beside each question, mark C for correct and X for incorrect.

1. What is a person's normal heart rate? **(70-80 beats per minute)**
2. Why does the heart rate change? **(to give the body as much oxygen as it needs)**
3. What things make your heart beat faster? **(exercise, anger, fear, excitement)**
4. Why is it important to lead calm, peaceful lives?

Student's name: _____

Challenger Book 5, p.7	Number of Errors:_____
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Guidelines for Placement Reading Passage 7

A. Pre-reading – Ask student:

1. Can you remember your grandfather?
2. Did you think he was smart?
3. The passage you are about to read is about someone talking about his grandfather and his grandmother.

B. Ask student to read passage silently.

C. Ask student to read passage aloud. Circle the errors on your copy.

He was a sweet man, my grandfather, but when the brains were passed out he must have been somewhere else. I still respect how Grandmother could raise a family on his earnings.

Perhaps you can understand what it meant when, one fine day, Lady Luck smiled on Grandfather. He got himself in a train wreck.

Now, if something like that happened to you (and you lived through it) you had it made. The railroad would pay. So all of the lucky people on the train knew exactly what to do: they began to groan loudly and twist about on the ground while waiting for the doctors and stretchers to come.

All but Grandfather!

Never in his life had he missed a meal and he was not going to start now. No sir! Not for a little train wreck. So he cut himself a walking stick and set out for home—a three hour walk.

D. Ask student to retell story.

If during retelling the student stated information that correctly answers a question, do not ask the question. Mark the answer as correct, and continue to ask unanswered questions. Beside each question, mark C for correct and X for incorrect.

1. What happened to the grandfather? **(He was in a train wreck)**
2. Was he seriously hurt? How do you know?
(No. He cut a walking stick and walked three hours to get home.)
3. Why did the writer admire his grandmother? **(She raised a family with very little money.)**
4. Do you think the writer was honest? Why?
(No. He thought his grandfather should fake an injury.)

Appendix E Student's Copies of Word Lists for Student Placement Interview

On the following pages are the word lists for the Student Placement Interviews. Copy each word list, and place each in a page protector. Use as directed in the instructions found in this chapter.

Word List 1

1. apple
2. up
3. visit
4. not
5. thank
6. yes
7. look
8. on
9. you
10. has
11. they
12. for
13. boy
14. two
15. street

Word List 2

1. after
2. thinking
3. some
4. better
5. hurry
6. them
7. windy
8. fix
9. king
10. match
11. plan
12. farmer
13. kisses
14. gifts
15. yelled

Word List 3

1. driver
2. table
3. future
4. roast
5. dream
6. cries
7. clean
8. sandwich
9. eight
10. party
11. window
12. overcome
13. march
14. know
15. service
16. officer
17. flight
18. cheese
19. story
20. menu

Word List 4

1. accident
2. bought
3. rough
4. type
5. weigh
6. pronounce
7. measure
8. registration
9. statue
10. computer
11. nephew
12. salute
13. jewels
14. mountain
15. laundry
16. employee
17. lawn
18. machine
19. bridge
20. amusing

Word List 5

1. apartment
2. breathing
3. construct
4. difference
5. freight
6. gentle
7. haunt
8. juicy
9. knack
10. laughter
11. merge
12. nervous
13. ought
14. phony
15. recipe
16. scald
17. trance
18. ulcer
19. vanilla
20. theft

Word List 6

1. acre
2. bacteria
3. chemical
4. disease
5. easiness
6. faintly
7. harbor
8. invention
9. league
10. muscle
11. nostril
12. opium
13. prong
14. rigging
15. speedily
16. trait
17. unluckily
18. vegetable
19. wheezy
20. wilderness

Word List 7

1. Aesop
2. bawl
3. combination
4. disappointment
5. emotional
6. fussybudget
7. greediness
8. handkerchief
9. incision
10. justice
11. knuckle
12. lynch
13. oblong
14. patience
15. squeamish
16. relationship
17. splendidly
18. thoughtfulness
19. unbelievable
20. veterinarian

Appendix F Student's Copies of Reading Passages for Student Placement Interview

On the following pages are the reading passages for the Student Placement Interviews. Copy each passage and place each in a page protector. Use as directed in the instructions found in this chapter.

Passage 1

This man is Mr. Hill. This woman is Mrs. Hill. This boy is Ed Hill. This girl is Jill Hill.

Mr. and Mrs. Hill are at the river. Ed and Jill are at the river. The Hills are looking at the fish. The fish are jumping in the river.

Mr. and Mrs. Hill are fishing. They are fishing in the river. Mr. Hill gets a fish. Mrs. Hill gets a fish.

Ed and Jill are fishing. They are fishing in the river. Ed gets a fish. Jill gets a fish.

The Hills are at the tent. The fish are in a pan. Mr. Hill puts the fish in a dish. He gives the fish to the children. They thank him for the fish.

Passage 2

This is the Arthurs' car. Carl and Carmen are in their car. They are going to the market. The farmers' market is in the city.

The market is not far from the Arthurs' farm. The Arthurs get to the market quickly in their car.

Many farmers are parking cars at the market. Carl is parking the car. He is parking the car at the market.

The Arthurs sell apples and eggs at the market. They sell hens at the market. They sell jars of jelly at the market.

The Arthurs visit with friends at the market.

It is getting dark at the market. The farmers will not sell after dark. Carmen says, "It is getting dark. Let's get in the car. Let's start back to the farm."

Carl says, "Yes, it is getting dark. Let's start back to the farm."

Carmen is starting the car. The Arthurs are starting back to the farm. It is not far to the farm. It is not far from the market to the farm.

Passage 3

Fran White is retired. Fran has been retired for three years. Her husband, Mike, has been retired for five years. These days, the Whites have a lot of time. The Whites have time to do things that they like.

Fran likes to run. Every day, she gets up at five and runs. She is getting ready for a big race. It is a mile race for retired women.

Fran must run five miles every day. Then she will not get tired in the mile race.

Fran has been running every day for three years. Her doctors said that it was OK. At first, Fran did not run very far or very fast. Every week, she ran a little more.

Sometimes Fran runs in the park. Sometimes, she runs in the street. Today Fran is running in the park. It is a nice day. People in the park smile at Fran. Fran smiles back at them.

Passage 4

When Sam Cook's book came out, the state found out that Jake Bush was living on state land. Jake lived on White Mountain in a huge state park.

Officers of the state parks department discussed what to do about Jake. "People are not allowed to live on state land," they said. "Mr. Bush will have to move."

One of the officers went on horseback to Jake's cabin in the woods. He told Jake what the parks department had said.

Jake frowned and said, "I have been living here for 30 years. Why are you telling me about this now?"

The officer answered, "A lot of people know about you now. If we allow you to stay here, everyone will want to live on free land."

Jake got angry. "I'm not moving!" he shouted. "If you want me out, you'll have to carry me out!"

Passage 5

The real reason Jerome hadn't said very much to Steven about the yoga class was that he didn't want to say anything until he found out more about yoga. At first he had thought Steven was talking about that stuff he'd seen in an ad on television. According to the ad, if you ate this stuff, you would live to a very old age and always have good health. Then Jerome remembered that the stuff those old men in the ad were eating was called yogurt. Yuk!

After work on Friday, Jerome decided to go to the library and take out a book on yoga. He hadn't been in a library since old Mrs. Harvey had kicked him out of the high school library because all he ever did there was flirt with the girls. This had happened when he was a freshman. He could still hear Mrs. Harvey's voice shouting at him, "Jerome Martin, you're the worst boy I've ever met. If your mother and father have any sense, they will send you to reform school in the morning!"

Passage 6

A person's heart normally beats about 70 to 80 times a minute, but the rate changes in order to give the body as much oxygen as it needs. For example, your heart beats much faster when you exercise. It is rushing more oxygen to your body by speeding up the flow of blood.

There are many other examples of how the heart changes its rate of beating to meet a certain need. When you become angry, afraid, or excited, your heart beats harder and faster. This is one of the reasons why being angry or upset a lot is unhealthy: it is just too hard on your heart. However, it seems that many people in the United States do not know how important it is to live calm and peaceful lives because 1,660,000 people die from heart disease every year.

Passage 7

He was a sweet man, my grandfather, but when the brains were passed out he must have been somewhere else. I still respect how Grandmother could raise a family on his earnings.

Perhaps you can understand what it meant when, one fine day, Lady Luck smiled on Grandfather. He got himself in a train wreck.

Now, if something like that happened to you (and you lived through it) you had it made. The railroad would pay. So all of the lucky people on the train knew exactly what to do: they began to groan loudly and twist about on the ground while waiting for the doctors and stretchers to come.

All but Grandfather!

Never in his life had he missed a meal and he was not going to start now. No sir! Not for a little train wreck. So he cut himself a walking stick and set out for home—a three-hour walk.

Think it Over

Answer these questions to apply this information to your potential ministry.

1. Why are initial interviews important before students are placed with a tutor?
2. Why should one person do the placement interviews with new students? Who should that person be in your context?
3. What is the instructional reading level?
4. What are the four steps of the placement interview?
5. What purpose do the word lists serve?
6. Why does the placement interview stop if the student cannot read the first word list?
7. During the oral reading and comprehension steps of the placement interview, why do you ask the student questions before he or she reads?
8. Why should you keep a copy of the placement interview results in the student's file?

Chapter 6 Teaching Reading Skills Using the *Laubach Way to Reading* and the Bible

Two basic texts are recommended to help adults learn foundational reading skills—*The Laubach Way to Reading* series and the Bible.

The Laubach Way to Reading series is a phonics based, structured, systematic presentation of the basic skills necessary to learn to read and write. The series is written for adult learners. There are four Skill Books in the series. Each Skill Book has a student book, a separate, detailed, step-by-step teacher's manual and several supplemental materials. The series is available from

New Readers Press
1320 Jamesville Ave,
Syracuse, NY 13210
Customer Service: 800-448-8878
www.newreaderspress.com

Each Skill Book has a specific focus.

Skill Book 1: Sounds and Names of Letters

Skill Book 2: Short Vowel Sounds

Skill Book 3: Long Vowel Sounds

Skill Book 4: Other Vowel Sounds and Consonant Spellings

After completing the basic series, the student should be reading at approximately the 4th -5th grade level. To help students progress to higher reading levels, the *Endeavor* series, also by New Readers Press, is a good resource.

The teaching approach used in the series was originally developed by Dr. Frank Laubach, a Christian evangelical missionary working in the Philippines during the 1930s. He saw teaching people to read as a way to combat poverty and meet basic human needs. He also saw it as a way to introduce people to Jesus Christ. His original motto was “Each One Teach One, Each One Win One.” Committed to combating illiteracy worldwide, Dr. Laubach founded Laubach Literacy in 1955. The organization merged with Literacy Volunteers of America, Inc., in 2002 to form ProLiteracy Worldwide. Dr. Laubach is also known for his commitment to and writings on prayer.

We also recommend using verses from the Bible in conjunction with the *Laubach Way to Reading* series to reinforce the skills taught in each lesson. There are several reasons for this.

- One of the top reasons adults want to improve their reading skills is to learn to read the Bible for themselves (Education Development Center, Inc., edc.org).
- The Bible is consistently the top selling book in the world (booksellerworld.com). Reading from it provides exposure to one of the most influential books ever written.
- Reading Bible verses provides an opportunity for the student to learn and interact directly with God's Word.
- Reading from the Bible gives the student the opportunity to learn about God's love and grace shown through the life, ministry and resurrection of Jesus Christ.

Volunteers can learn how to use the *Laubach Way to Reading* series and the coordinated Bible

verses in a basic Adult Reading and Writing workshop.

In the following appendix you will find a list of the Bible verses used in Skill Book 1 and 2. You will also find samples of the teaching directions used in Skill Book 1 lessons 1-2, and Skill Book 2, Lesson 1. These are used for practice in a basic Adult Reading and Writing workshop. The translation of the Bible used is the American Bible Society Contemporary English Version. All scripture quotations in this chapter are from the Contemporary English Version Copyright © 1991, 1992, 1995 by American Bible Society, and are used by permission.

The full set of coordinated lessons for Skill Book 1 and Skill Book 2 are available at the Adult Reading and Writing Basic Workshop.

When teaching the Bible lessons, T refers to the teacher and S refers to the student. The teaching method follows the method used to teach the LWR lessons.

Chapter 6 Appendices

Appendix A Bible Verses to Use with Skill Book 1

Appendix B Bible Material Teaching Outlines for Skill Book 1, Lessons 1-2

Appendix C Bible Verses to Use with Skill Book 2

Appendix D Bible Material Teaching Outline for Skill Book 2, Lesson 1

Appendix E Scripture Alphabet

Appendix A Bible Verses to Use with Skill Book 1

Lesson 1	If you are tired from carrying heavy burdens, come to me and I will give you rest.	Matthew 11:28 (CEV)
Lesson 2	Love is patient and kind, never jealous, boastful, proud or rude.	1 Corinthians 13:4 (CEV)
Lesson 3	We have not stopped praying for you since the first day we heard about you.	Colossians 1:9a (CEV)
Lesson 4	All of us have sinned and fallen short of God's glory. But God treats us much better than we deserve.	Romans 3:23-24a (CEV)
Lesson 5	But God showed us how much he loved us by having Christ die for us, even though we are sinful.	Romans 5:8 (CEV)
Lesson 6	But if we confess our sins to God, he can always be trusted to forgive us and take our sins away.	1 John 1:9 (CEV)
Lesson 7	God gave Jesus to die for our sins, and he raised him to life, so that we would be made acceptable to God.	Romans 4:25 (CEV)
Lesson 8	God loved the people of this world so much that he gave his only son, so that everyone who has faith in him will have eternal life and never really die.	John 3:16 (CEV)
Lesson 9	So you will be saved, if you honestly say, "Jesus is Lord," and if you believe with all your heart God raised him from death.	Romans 10:9 (CEV)
Lesson 10	The Lord God says, "I am Alpha and Omega, the one who is and was and is coming. I am God All-Powerful!"	Revelation 1:8 (CEV)
Lesson 11	Aren't two sparrows sold for only a penny? But your Father knows when any one of them falls to the ground. Even the hairs on your head are counted. So don't be afraid! You are worth much more than many sparrows.	Matthew 10:29-31 (CEV)
Lesson 12	Jesus feeds the five thousand with five loaves and two fishes.	Matthew 14:14-21 (CEV)
Lesson 13	Exodus 20:3-17 or Deuteronomy 5:7-21 The Ten Commandments. "Teacher, what is the most important commandment in the Law?" Jesus answered: Love the Lord your God with all your heart, soul and mind. This is the first and most important commandment. The second most important commandment is like this one. And it is, "Love others as much as you love yourself."	Matthew 22:36-39 (CEV)

Appendix B Bible Material Teaching Outlines for *Laubach Way to Reading*

Skill Book 1, Lesson 1

Reading Material

Make a copy of the student page at the end of this lesson to use in class and one for the student to take home.

If you are tired from carrying heavy burdens, come to me and I will give you rest.
Matthew 11: 28 (CEV)

Flash Cards

Make flash cards of the words in the verse for the student to study at home. Make a set for yourself to use in future lessons. Include the names of the books of the Bible.

Pre-Reading Activities

1. T: Have you ever had to carry something very heavy a long way?
What was it?
How far did you have to carry it?
Did you do it by yourself or did someone help?
How did you feel when you were finished?
2. T: The first Bible verse we are going to read tells us something Jesus said he would do to help people.

Reading Procedure

Read the verse to the student several times. Run your finger under the verse as you are reading. Always read the scripture reference.

1. T: The Bible is made up of 66 different Books. Matthew is the name of one of those books. Each book is divided into chapters. The first number listed is the chapter where this verse is located. The sentences in each chapter are numbered. They are called verses. The second number on this page, "28," is the number of this verse. The letters CEV stand for the name of the translation, the Contemporary English Version.
2. T and S read the verse aloud together.
3. S reads the verse aloud by himself or herself.

Questions/Discussion

In this section you will ask the student questions about the Scripture. Suggested questions will be presented in the teaching guides. You are not limited to these questions.

1. What did Jesus say that He would do? **(give rest)**
2. To whom did Jesus say He would give rest? **(those who are tired)**
3. What kind of burdens do you think people carry today?

Skills Practice

1. T: Turn to Chart 1.
2. T: I will read a word from the Bible verse. Listen to the beginning sound. Say the sound and point to the word in the chart that begins with the same sound.

T: burden	S: /b/	point to bird
come	/c/	point to cup
heavy	/h/	point to hand
give	/g/	point to girl
from	/f/	point to fish

3. T: Point to the numbers in the verse.

Read the numbers.

What do the numbers mean? (**chapter and verse**)

4. T: Point to the period at the end of the verse.

Review Verse

1. T reads the verse.

2. T and S read the verse together.

3. S reads the verse.

4. T and S each read the verse from the Bible.

It is important that the student read the verse from the Bible. This helps the student see where the books of the Bible are located. It also helps him see the verse in relationship to the complete text.

Homework

1. S. takes home a copy of the verse and the flash cards with the words of the verse.

2. Read the verse at least once a day.

3. Review the flash cards at least once each day.

**If you are tired from carrying heavy burdens,
come to me and I will give you rest.**

Matthew 11:28 (CEV)

Bible Material Correlated with *Laubach Way to Reading*

Skill Book 1, Lesson 2

Reading Material

Make a copy of the student page at the end of this lesson to use in class and one for the student to take home.

Love is patient and kind, never jealous, boastful, proud, or rude. 1 Corinthians 13:4 (CEV)

Flash Cards

Make flash cards of the words in the verse for the student to study at home. Make a set for yourself to use in future lessons. Include the names of the books of the Bible. All of the words are new words.

Pre-Reading Activities

1. T: What words would you use to describe how you would treat someone you love?
2. T: The Bible verse we will read today describes how we should treat someone we love.

Reading Procedure

1. T reads the verse. Always include the scripture reference.
2. T reads, "Love is patient and kind" twice. T and S read it together.
3. S reads it.
4. T reads "never jealous, boastful, proud, or rude" twice. T and S read it together.
5. S reads it.
6. T reads entire verse. T and S read it together.
7. S reads it.
8. T reads the Scripture reference. S reads the scripture reference

Questions/Discussion

In this section, you will ask the student questions about the scripture. Suggested questions will be presented in the teaching guides. You are not limited to these questions.

1. T: What words does the Bible use to describe love?
(Kind, patient, never jealous, never boastful, never proud, never rude)

Which of these actions are hard to do?

2. T: The Bible tells us God is love in 1 John 4:8.

Skills Practice

1. T: Turn to Chart 2. I will read a word from the Bible verse. Listen to the beginning sound. Say the sound, and point to the chart word that begins with the same sound.

T: patient	S: /p/	point to pan
love	/l/	point to leg
kind	/k/	point to kicking
jealous	/j/	point to jumping
never	/n/	point to neck

2. T: Read the numbers in the scripture reference.

Review Verse

1. T reads the verse.
2. T and S read verse together.
3. S reads the verse.
4. T and S each read the verse from the Bible. It is important that the student read the verse from the Bible. This helps the student see where the books of the Bible are located. It also helps him or her see the verse in relationship to the complete text.
5. S reads the verse from Lesson 1.

Homework

1. S takes home a copy of the verse and the flash cards for new words.
2. Read the verses for Lesson 1 and Lesson 2 at least once each day.
3. Review the words on flash cards from both verses at least once each day.

**Love is patient and kind,
never jealous, boastful, proud, or rude.**

1 Corinthians 13:4 (CEV)

Appendix C Bible Verses to Use with Skill Book 2

Lesson 1	Reading Passage: A Storm—part 1, Luke 8: 22-24a (CEV)Memory Verse: I asked the Lord for help, and he saved me from all my fears. Psalms 34:4 (CEV)
Lesson 2	Reading Passage: A Storm—part 2, Luke 8: 24b-25 (CEV)Memory Verse: But without faith no one can please God. Hebrews 11:6a (CEV)
Lesson 3	Reading Passage: A Widow's Offering, Mark 12:41- 44 (CEV)Memory Verse: People judge others by what they look like, but I judge people by what is in their hearts. 1 Samuel 16: 7b (CEV)
Lesson 4	Reading Passage: Jesus Blesses Little Children, Mark 10:13 -16 (CEV)Memory Verse: I promise you that you cannot get into God's kingdom, unless you accept it the way a child does. Mark 10:15 (CEV)
Lesson 5	Reading Passage: Jesus Heals a Man—part 1, Luke 5:12-13(CEV)Memory Verse: The Lord forgives our sins, heals us when we are sick, and protects us from death. Psalm 103:3-4 (CEV)
Lesson 6	Reading Passage: Jesus Heals a Man—part 2, Luke 5:14-16 (CEV)Memory Verse: So whenever we are in need, we should come bravely before the throne of our merciful God. There we will be treated with undeserved grace, and we will find help. Hebrew 4:16 (CEV)
Lesson 7	Reading Passage: A Woman Caught in Sin—part 1, John 8:2-6 (CEV)Memory Verse: If any of you need wisdom, you should ask God, and it will be given to you. God is generous and won't correct you for asking. James 1: 5 (CEV)
Lesson 8	Reading Passage: A Woman Caught in Sin—part 2, John 8: 7-11 (CEV)Memory Verse: If we say that we have not sinned, we are fooling ourselves, and the truth isn't in our hearts. But if we confess our sins to God, he can always be trusted to forgive us and take our sins away. 1 John 1:8-9 (CEV)
Lesson 9	Reading Passage: Ten Men with Leprosy—part 1, Luke 17:12-16a (CEV)Memory Verse: By the power of his own word, he healed you and saved you from destruction. Psalm 107:20 (CEV)
Lesson 10	Reading Passage: Ten Men with Leprosy—part 2, Luke 17: 15-19 (CEV)Memory Verse: Tell the Lord how thankful you are, because he is kind and always merciful. Psalms 118: 29 (CEV)
Lesson 11	Reading Passage: A Rich Fool—part 1, Luke 12:13-16 (CEV)Memory Verse: Don't be greedy! Owning a lot of things won't make your life safe. Luke 12:15b (CEV)
Lesson 12	Reading Passage: A Rich Fool— part 2, Luke 12:16-21 (CEV)Memory Verse: Instead, store up your treasure in heaven, where moths and rust cannot destroy them, and thieves cannot break in and steal them. Your heart will always be where your treasure is. Matthew 6:20-21 (CEV)
Lesson 13	Reading Passage: The Most Important Commandment—part 1, Matthew 22:34-36 (CEV)Memory Verse: Jesus answered, "The Scriptures also say, 'Don't try to test the Lord your God!'" Matthew 4:7 (CEV)

- Lesson 14 Reading Passage: The Most Important Commandment—part 2,
Matthew 22:37-40 (CEV)
Memory Verse: Jesus answered: Love the Lord your God with all your heart, soul,
and mind. This is the first and most important commandment. Matthew 22:37-38 (CEV)
-
- Lesson 15 Reading Passage: One of the following passages (parts 1 and 2):
Ten Men with Leprosy, Luke 17: 11-19 (CEV), A Rich Fool, Luke 12:13-21 (CEV),
The Most Important Commandment, Matthew 22:34-40 (CEV)
Memory Verse: Jesus Christ never changes! He is the same yesterday, today, and
forever. Hebrews 13:8 (CEV)
-

Skill Book 2, Lesson 1

Reading Material

Before the lesson make the following copies to use in class and for the student to take home:

- the student page with the word list and Scripture passage
- flash cards of the new words: storm, strong, cross, disciples, boat, sailing, lake, windstorm, danger, across, started, sleep, drown, suddenly

A Storm—part 1, Luke 8:22-24a (CEV)

Pre-Reading Activities

1. T: Have you ever been in a boat during a storm? If the answer is yes, ask, What happened? Were you afraid?

If the answer is no, ask, If you were on a boat in a storm do you think you would be afraid?

T: This scripture passage is the first half of a story about Jesus and His disciples when they were in a storm.

2. Review new words with the student.

storm	windstorm
strong	danger
cross	across
disciples	started
boat	sleep
sailing	drown
lake	suddenly

Reading Procedure

S reads the Scripture reference and title aloud.

Paragraph 1

1. T reads first sentence.
T and S read first sentence together.
S reads first sentence.
2. T reads second sentence.
T and S read sentence together.
S reads second sentence.
3. T and S read the first two sentences together.
4. Use the same procedure for the last sentences in the paragraph.
5. S reads paragraph 1.
6. T: Where were Jesus and His followers going? (**across the lake**)
What did Jesus do as they were going? (**went to sleep**)

Paragraph 2

1. T reads first sentence.
T and S read first sentence together.

- S reads first sentence.
2. T reads second sentence.
T and S read second sentence.
S reads second sentence.
 3. T and S read the first two sentences together.
 4. Use the same procedure for the last sentences in the paragraph.
 5. S reads paragraph 2.
 6. T: What happened to the boat? **(it began to sink)**
What did the men think was going to happen? **(they would die)**
Were Jesus' followers afraid? **(yes)**
What did they do when they were afraid? **(they went to Jesus for help)**
 7. T: What do you do when you are afraid?
 8. T: What do you think will happen next in the story?

Memory Verse

1. T: Here is a Bible verse to remember when you are afraid.
I asked the Lord for help, and he saved me from all my fears. Psalms 34:4 (CEV)
2. T reads the memory verse. Run your finger under the words on the student page as you read them. Include the Scripture reference.
3. S reads the memory verse.
4. T and S read the verse together.

Skills Practice

T write the letter i on a piece of paper.

T: What key word on the chart begins with this letter? **(in)**

T: Which word has the /i/ sound?

1. day into
2. lake his
3. fill fall
4. him went

T: What word on Book 2, Chart 1 begins with the same sound as...? (Say the two words. S should answer with the word in parentheses.)

followers, fill (finger)

Master, men (Miss)

so, side (sister)

let, lake (little)

T: What word on the chart ends with the same sound as...?

water, master (finger, sister)

going (ring)

Jesus, us (Miss)

danger (finger, sister)

Review

1. Have the student tell you what he or she remembers about the story.
2. T shows S where the memory verse is located in the Bible. (Remember to use an American Bible Society CEV translation).

I asked the Lord for help, and he saved me from all my fears. Psalms 34:4 (CEV)

T reads passage from the Bible.

S reads the passage from the Bible.

3. Identify difficult words from the Scripture reading passage, and show S the flash cards.
4. Review homework assignments.

Homework - Skill Book 2, Lesson 1

1. Take the student page with the scripture and memory verse home.
2. Read A Storm-part 1 at least three times this week.
3. Read the memory verse for this week and previous weeks at least once each day.
4. Read flash cards for the new and the difficult words for this lesson and the previous lesson at least once each day.

Skill Book 2, Lesson 1

Student Copy

New Words

storm	windstorm
strong	danger
cross	across
disciples	started
boat	sleep
sailing	drown
lake	suddenly

A Storm—part 1

Luke 8: 22-24a (CEV)

One day, Jesus and his disciples got into a boat, and he said, “Let’s cross the lake.” They started out. And while they were sailing across, he went to sleep.

Suddenly a windstorm struck the lake, and the boat started sinking. They were in danger. So they went to Jesus and woke him up, “Master, Master! We are about to drown!”

Memory Verse:

I asked the Lord for help, and he saved me from all my fears.
Psalms 34:4 (CEV)

Appendix E Scripture Alphabet

You can help your student practice alphabetical sequencing through use of the following scripture verse portions. Write or type each verse portion on a separate card. Include the scripture reference. Shuffle the cards. Ask your student to put the verses in alphabetical order according to the first word in the verse. For the letter X, the X will be the second letter in the first word.

Ask the student to read as much of the verse as he or she can. Help him or her if necessary. Always read the scripture verse reference. Tell your student that these the full verse can be found in the Bible. If he or she is interested, teach him or her where to find the verses.

If you are using the Laubach Way to Reading series, you can use this material any time after you have completed Skill Book 1, Lesson 10.

A	Ask and you will receive. (Matthew 7:7, CEV)
B	Be kind and merciful, and forgive others. (Ephesians 4:32, CEV)
C	Come to me and I will give you rest. (Matthew 11:28, CEV)
D	Don't condemn others, and God won't condemn you. (Matthew 7:1, CEV)
E	Every good and perfect gift comes down from the Father. (James 1:17, CEV)
F	Forgive our sins, as we forgive everyone who has done wrong to us. (Luke 11:4,CEV)
G	God is love. (1 John 4:8, CEV)
H	Holy, holy, holy is the Lord, the all-powerful God. (Revelations 4:8, CEV)
I	If we confess our sins to God, He can always be trusted to forgive us and take our sins away. (1 John 1:9, CEV)
J	Jesus came into the world to save sinners. (1 Timothy 1:15, CEV)
K	Keep us from being tempted and protect us from evil. (Matthew 6:13, CEV)
L	Love your neighbor as much as you love yourself. (Luke 10:27, CEV)
M	My house should be called a place of worship for all nations. (Mark 11:17, CEV)
N	Nothing can separate us from God's love. (Romans 8:38, CEV)
O	Only God is good. (Matthew 19:17, CEV)
P	Pray for everyone. (1 Timothy 2:1, CEV)
Q	Quietly trust in me. (Isaiah 30:15, CEV)
R	Remember God's teachings. (Psalms 37:31, CEV)
S	Search for wisdom. (Proverbs 2:4, CEV)
T	Teach your children right from wrong. (Proverbs 22:6, CEV)
U	Use wisely all the time we have. (Psalms 90:12, CEV)
V	Value Wisdom and hold tightly to her. (Proverbs 4:8, CEV)
W	We worship you, Lord. (Psalms 32:6, CEV)

X (E)xplain the mystery about Christ. (Colossians 4:3, CEV)

Y You are God's children because of your faith in Christ Jesus." (Galatians 3:26, CEV)

Z Zacchaeus ... gladly welcomed Jesus. (Luke 19:6, CEV)

Think it Over

Answer these questions to apply this information to your potential ministry.

1. What are two recommended texts to help adults learn foundational reading skills?
2. The Laubach Way to Reading has four books. What are the skills covered in each one?
3. How are Bible verses used in the tutoring session?
4. How do you feel about using the Bible in the tutoring session?

Chapter 7 Creating a Reading Lesson Plan Using Any Reading Material

Sometimes you will need to plan a reading lesson from materials other than LWR or the textbook you are using.

Your student may need to learn to read specific material for work, or he or she may need to prepare to pass a specific licensing exam. You and your student may desire to have a break from the LWR or other teaching materials so another type of reading lesson can be used.

With some thought you can take any reading material and help your student improve his or her reading skills.

Guidelines for Lesson Planning

1. **Pray.**

Pray for each student by name. Pray for guidance.

2. **Consider the student's needs and determine the lesson objectives.**

Consult notes from previous lessons. Identify problems, reading difficulties and strengths. Consider the student's interests, goals, skills, learning style and reading level. *Write both a skill-building objective and a comprehension objective.* Example Skill-building objective: The student will learn how to add *ed* and *ing* to words changes them. Example Comprehension objective: The student will use information in each paragraph to identify the main idea.

3. **Select reading material.**

Reading selections should address the student's needs and interests. Reading passages may come from workbooks, articles of interest from everyday reading, or language experience stories.

Rewriting the material at a lower reading level may be necessary. Check the reading level of materials using the instructions in "How to Determine the Reading Level of Material" in Chapter 11.

4. **Select Bible material.**

Select a verse or passage that relates to the theme or topic of the reading material or situation. Read the passage to the student or have him or her read the verse. Send a copy of the verse home with the student. Books with topical Bible verse compilations, groupings of Bible promises and Bible concordances are helpful resources for this task.

5. **Identify new vocabulary.**

Pull difficult words from the reading passage. Words should be defined or explained using words and examples the student will be able to understand. Words may be defined before reading a selection, or the student may read the selection first discovering the meanings by using context clues and focus on the vocabulary after reading. Remember, when the student has to read materials with too many new vocabulary words, comprehension breaks down.

6. **Select pre-reading activities.**

Prepare the student to read the passage (reading readiness). Activities may include but are not limited to these:

- Introduce the topic with visual or auditory aids.
- Engage the student in discussion or activities that draw upon his or her background knowledge about the topic.
- Introduce new vocabulary through discussion.

7. Decide on the procedure for reading.

Decide how much to read at one time: one sentence, one paragraph or multiple paragraphs.

Decide how the passage will be read. Will it be read silently, aloud or aloud with you? You might read to the student, if appropriate. Will the student be looking for specific information or reading and then responding to questions?

8. Select questions for comprehension.

Asking effective questions is crucial to comprehension development.

A. Three types of questions should be asked.

- Factual questions—what the author actually said. The answers are found directly in the text.

What happened?

Who did it?

When, where, how did it happen?

- Interpretive questions—what the author means indirectly. Answers are not found directly in the text, but clues or evidence for the answers can be found in the text.

Why is the story titled _____?

What motivates the character?

If something changed, how would that change the outcome?

- Interactive questions—relate the reader's experiences to the reading material. The reader's answers are determined by his or her experiences and perspective.

Has the same thing happened to you?

How would you have responded to George?

Encourage the student to justify his or her answers and refer to the text, if necessary. Ask the student to support his or her conclusions. Respect differing opinions.

Encourage the student to ask questions. Model good questions for the student. Take turns with the student asking questions.

Even at the lowest reading levels, effective questions can help build high levels of comprehension skills and critical-thinking skills.

B. When asking questions:

- Begin with factual questions and progress to interpretive questions and interactive questions.
- Wait a reasonable time for a response. Time to think is a part of responding. If the student does not respond, give the answer before asking another question.
- Respect the student's responses and opinions. Your student may not yet share your Christian convictions. Listening to your student does not mean you agree with everything he or she says. An important part of the tutoring process is kindness and acceptance of your student where he or she is. With prayer and patience, you will likely see change soon.
- Pay attention to pacing. Know when to end the questions and discussion.

9. Select skill-building activities.

The student may be weak in many areas; however, the lesson will be more effective if only one or two skills are emphasized in one lesson.

Select words and phrases from the reading material to provide instruction and practice in weak areas such as:

- vocabulary
- spelling
- phonics
- sight words

- structural analysis
- word patterns

Consider the activities below, but do not limit what you choose to these ideas. You can also look at the type of skills practice activities used in LWR and other sources. Choose activities that will both build skills and be appropriate for your student. Find games that you can incorporate.

A. Vocabulary-Building Activities

- Select words somewhat known to the student.
Make flash cards with words on one side and definitions on the other.
Make flash cards with words on one side and synonyms/antonyms on the other.
- Make a personal dictionary.
- Look up words in a dictionary.
- Mix and match root words/prefixes/suffixes.

B. Word-Recognition Activities

- Do the following with new sight words:
List alphabetically.
Group by sound similarities, parts of speech or other categories.
Use in crossword puzzles.
- Help the student develop a dictionary or word bank of personal sight words.
- Use flash cards with sight words.
Illustrate the meanings on the back of the cards.
Spread the cards on the table. Say a word. Let the student find the card.
Select two or three cards; make a sentence using the words on the cards.
- Select difficult words in the reading passage, and analyze them.
Divide the words into syllables.
Add and/or identify prefixes and suffixes.

C. Spelling Activities

- Always choose meaningful words from the student's reading and writing for spelling practice.
- Expand on selected words with other words that are similar in meaning/sound.
- Use new words in writing activities.
- Learn basic spelling rules:
Doubling Pattern 1: Double the final consonant if a word has one syllable, one vowel, and one final consonant, and the suffix starts with a vowel. Do not double *w* or *x*. (rip + ing = ripping; pat + ed = patted; fat + er = fatter)
Doubling Pattern 2: If a word has more than one syllable, double the final consonant if the suffix starts with a vowel (begin + ing = beginning). The final consonant is doubled only when the accent on the last syllable is retained (confer + ed = conferred, accent retained; confer + ence = conference, accent shifted, consonant not doubled)
Silent e Pattern 1: Drop the silent e at the end of a word if the suffix begins with a vowel. (file + ing = filing)
Silent e Pattern 2: Do not drop the silent e at the end of a word that ends in *ce* or *ge* if the suffix begins with an *a* or *o*. (change + able = changeable)
Changing *y* to *i*: When adding a suffix to a word that ends in *y*, change the *y* to *i* unless the suffix begins with *i*. After changing the *y* to *i*, add *es* instead of *s* to nouns and verbs. (berry + s = berries; hairy + er = hairier)

10. **Select a writing activity.**

Writing activities may include, but are not limited to, these activities:

- Copying sentences (beginning level)
- Writing down what the tutor dictates
- Writing a paragraph about a subject
- Writing a letter
- Writing about a picture or photograph
- Keeping a journal

Advanced writing activities include, but are not limited to, these:

- Show the student a picture. Ask the student to write what might have happened before or after it.

Ask for the main idea of the picture.

Ask how people felt in the picture.

What would be a good title?

Encourage the student to write his or her answers.

- Ask the student to write a different ending to the story.
- Get involved in the writing activity with the student.

Throw a die. If an odd number comes up, the one (tutor or student) who chose to be “odds” will write a sentence to a story. The same applies to the “evens.” Throw the die again. Continue for several turns or until a brief story is complete.

- Write a three-word sentence. Have the student rewrite the sentence adding a word. Rewrite the sentence yourself, adding a word, and continue the pattern.
- Use a three-minute timer. You and your student each write anything that comes to mind in three minutes. Then read your writings to each other.

11. **Select follow-up activities.**

These may include, but are not limited, to the following:

- Seek more information about a topic
- Plan an outing to a store, restaurant, etc., to use skills learned
- Plan opportunities to use skills in everyday activities

12. **Evaluate the lesson.**

Make a note of what elements of the lessons were most successful and well received. Note skills that need more work. Stay informed about the student’s interests and goals.

Sample Adult Reading and Writing Lesson Plan

Student Name: Sarah Weinbarger Date: 6/25/19

Prayer Needs: sick mother

Supplies Needed: _____

Skill-Building Objective

(What word recognition, decoding or fluency skill does this student need?)

Student will locate and recognize compound words (income, football, godchild, basketball, housewife, Thanksgiving).

Student will learn rules for adding *-ing*. Locate words with *-ing* and identify the root word.

Comprehension Objective:

(What comprehension skills does this student need?)

Student will identify the main idea and three supporting details.

Reading Material:

Housewife Nets \$2500 Yearly from Coupons: (AJC newspaper article 2/26/08)

Bible Material:

Matthew 6:31-33 (CEV) (Make copy of verse 33 for student to take home: *But more than anything else, put God's work first and do what he wants. Then the other things will be yours as well.*)

New Vocabulary:

Nets, receipts, label, coupons, proof of purchase, refunds, product

Pre-reading Activities:

1. Examine food packages. Identify proofs of purchase and/or coupons.
2. Introduce vocabulary. Define. Analyze words.
3. React to title of article. How do you suppose she did that? What would you do with \$2,500?

Reading Procedure:

1. Read the first six paragraphs to find out how long Sharon has been clipping coupons. Ask the first two factual questions and the first interpretative question.
2. Read the rest of the passage to find out what items she received. Ask the factual question 3, interpretative questions 2 and 3 and interactive question 1 and 2.
3. Read the Bible verses aloud. Factual question 4 and the last two interactive questions.

Comprehension Questions:

- A. Factual
1. Why did Sharon begin clipping coupons?
 2. What does she do with her savings?
 3. What did she receive for her 805 Del Monte labels?
 4. According to the Bible, who are the ones who worry about what to eat or drink?

B. Interpretative

1. Sharon said, "You eat better when you use coupons." What is your opinion about this?
2. What did she mean when she said she looked for trash?
3. How is using coupons like having a job?

D. Interactive

1. What would you like about clipping coupons?
2. What would you dislike about clipping coupons?
3. Describe a time you have worried about something described in verse 32.
4. What does verse 33 mean?

Skill-Building Activities:

Scan the article:

1. Locate compound words. Define them. Divide them into the two words.
2. Locate words with *-ing*. What is the root word?

Writing Activity:

Allow the student to choose one of these to answer in two to three sentences:

- Do you think clipping coupons is worth the effort? Why?
- Sometimes I worry about_____.

Follow-up Activities:

1. Scan newspapers for coupons and stores that have double-coupon days.
2. Make a list of vocabulary/spelling words on coupons: expiration date, manufacturer, etc.
3. If the student is interested in knowing more, provide details on how to receive cash or products from labels and/or proof of purchase.

Lesson Evaluation:

Student needs more work on identifying compound words.

Chapter 7 Appendices

Appendix A Story for Lesson Planning Practice

Appendix B Adult Reading and Writing Lesson Plan Form

Appendix A Story for Lesson Planning Practice

Southern Baptist Disaster Relief Volunteers Demonstrate Christ's Love

It was the greatest natural disaster in United States history. On August 29, 2005, a hurricane named Katrina hit Louisiana, Mississippi, and Alabama. The hurricane affected 90,000 square miles in the southeast.

Katrina had fierce winds of up to 140 miles an hour. Several destructive tornadoes followed in its path. A 30-foot storm surge washed away what the winds left behind. Boats ended up in city streets. Hundreds of waterfront homes and businesses were swept away. Major bridges were damaged. Hundreds of thousands of people had no electrical power.

Coastal cities were under water. Much of New Orleans, Louisiana, is below sea level. On August 30, the levees protecting New Orleans from the Mississippi River and nearby lake collapsed. The collapse let in flood waters that covered 80 percent of New Orleans. People had to evacuate the city.

The storm killed more than 1,300 people. It displaced another 1.5 million people.

Volunteers from Southern Baptist churches around the United States and Canada immediately came to help. More than 9,000 volunteers from 41 states helped in the first 10 weeks. Clean up workers helped remove trees and clean damaged houses. Feeding units served 12 million meals to hurricane victims and relief workers. Other Southern Baptist volunteers began the task of rebuilding homes and churches.

Thousands of people experienced the love of Jesus Christ through the actions of Southern Baptist Disaster Relief volunteers.

Appendix B Adult Reading and Writing Lesson Plan Form

Student's Name: _____ Date: _____

Prayer Needs:

Supplies Needed:

Skill-Building Objective

(What word recognition, decoding or fluency skill does this student need?)

Comprehension Objective:

(What comprehension skills does this student need?)

Reading Material:

Bible Material:

New Vocabulary:

Pre-reading Activities:

Reading Procedure:

Comprehension Questions:

- Factual
- Interpretative
- Interactive

Skill-Building Activities:**Writing Activity:****Follow-up Activities:****Lesson Evaluation:**

Think it Over

Answer these questions to apply this information to your potential ministry.

1. When would a tutor need to develop a reading lesson plan using materials other than Laubach Way to Reading and other textbooks?
2. What is the first step in creating your own lesson plan? Why do you see that as important?
3. What are some possible pre-reading activities?
4. Why should the tutor decide on the reading procedure before reading?
5. What are the three types of questions the tutor should ask to gauge comprehension?
6. How should the tutor choose Bible material?
7. What are skill building activities? Why are they important for the student?
8. What are some writing activities the tutor could include?
9. Why should lessons be evaluated?

Chapter 8 Introduction to High School Equivalency Tests

In 1982, the GED® (General Educational Development) was the only approved high school equivalency test. In 2014, the American Council on Education joined forces with Pearson, an educational textbook publisher, to create a for-profit high school equivalency company. That was the beginning of a shift in the high school equivalency (HSE) education and testing that continues.

In addition to Pearson's GED®, other companies offer high school equivalency diplomas. The Educational Testing Service created the HiSET®. The Data Recognition Corporation created the TASC®, which they market as “the national high school equivalency exam.” Each exam includes tests on mathematics, reading, writing, science and social studies. They are timed. The fees vary. The testing is computer-based, so students have to have basic computer skills.

Each state has the option to offer one or more of the HSE exam options. Consult your state's adult education office to learn what is required.

Preparation Approaches

There are several methods used to prepare for HSE tests. The individual testing companies offer resources specific to their tests.

A student may attend local adult education classes to prepare. To be successful in these classes and in passing HSE tests, a student must read at an eighth- to ninth-grade reading level.

The student might try individual self-study using commercially prepared review and practice materials. This requires a great deal of discipline.

Working with an individual tutor is another approach. Your literacy student, with whom you have developed a trusting, working relationship, may choose this approach.

The tutor's role in helping a student prepare for an HSE test is coach and encourager. He or she helps the student organize and practice. The student must practice basic skills and test taking methods.

Think it Over

Answer these questions to apply this information to your potential ministry.

1. High School Equivalency (HSE) tests vary in each state. What exam does your state use?
2. What is the tutor's role in preparing students for a high school equivalency exam?
3. What is the student's role in preparing for a high school equivalency exam?
4. Explain why you would or would not want to tutor a student who is studying for a high school equivalency exam.

Chapter 9 Learning Differences

Many, if not most, of your adult students have had some negative educational experiences that could interfere with their learning. Others may have learning difficulties that require some alternative teaching approaches.

These factors may influence your student's progress:

- learning styles
- multiple intelligences
- brain functions
- learning disabilities

Perceptual Learning Styles

People experience the world through their senses. We absorb information through sight, hearing, movement and touch. While we use all of our senses in learning about our world, people prefer one perceptual form of learning over the others. An Internet search can provide a great deal of information on learning styles. The most basic of the theories identifies three types of learners.

1. Visual learners store and retrieve visual images more easily than sound or physical movement and tactile experience.
2. Auditory learners store and retrieve information they have heard more easily than visual images or physical and tactile experience.
3. Kinesthetic learners store and retrieve information that they have experienced through physical activity and physical contact more easily than visual images and things they have heard.

Knowing your own preferred perceptual learning style and that of your student will make you a more effective teacher. We tend to believe that everyone learns the same way we do. Teachers tend to emphasize methods that relate to their own preferred perceptual learning style and overlook or do not use techniques that relate to the other two learning styles. When you know your students' preferred perceptual learning styles, you can help them master material that is difficult for them by using techniques that focus on their learning strengths.

There are several ways to get clues that help determine your perceptual learning style and that of your student.

1. Ask yourself or your student:
 - When you really need to learn something what do you do?
 - Do you create visual images—remembering where the answer is on the page? (visual)
 - Do you repeat the information many times aloud—hearing yourself? (auditory)
 - Do you write out the information, walk around or engage in some form of physical activity—moving to feel the answers? (kinesthetic)
2. Eye movement while trying to remember something can also give a clue to perceptual learning style.
 - Visual learners tend to squint their eyes or look up when trying to remember something.
 - Auditory learners tend to look side to side when trying to remember something.
 - Kinesthetic learners tend to look down when trying to remember something.
3. Conduct a learning style inventory found in books about learning styles.

4. The language that we use is also a clue to our preferred perceptual learning style. People tend to use language that relates to their perceptual preference. Note the different ways ideas are expressed.

I understand

- Visual learner: I see your point.
- Auditory learner: I hear what you are saying.
- Kinesthetic learner: I'm in touch with what you are saying. I get it.

Do you understand?

- Visual learner: Am I painting a clear picture?
- Auditory learner: Does what I am saying sound right?
- Kinesthetic learner: Are you able to get a handle on this?

Observing whether the verbal images a person uses are visual, auditory, or kinesthetic will give you another clue to their preferred perceptual learning style. Using verbal images that correspond to the student's perceptual learning style will increase the student's comprehension.

5. Conduct a learning styles inventory. Do an Internet search, or ask a librarian to help you find one.

Teaching Methods to Use For Perceptual Learning Style Preferences

Visual learners

- Think in pictures; create vivid pictures of material to be remembered
- Write down directions
- Make lists, draw symbols and diagrams
- Outline texts and notes
- Make charts
- Color-code material
- Highlight texts and notes with markers
- Are rewarded by teachers with smile, eye contact and positive facial expressions

Auditory learners

- Paraphrase directions and ideas aloud
- Whisper or say letters while writing words
- Whisper words or move lips while reading
- Talk through solutions to problems or questions aloud
- Use rhymes to help memorize
- Record lectures for repeated listening
- Record study notes and replay for review
- Are rewarded by teachers with verbal praise

Kinesthetic learners

- Write words: use crayons, pens, pencils—see if they “feel” right
- Use finger to write words in the air
- Write words with finger on textured surfaces
- Use plastic letters and magnetic board to spell new vocabulary words
- Write on chalkboard using full arm motion, not just hand and wrist
- Move two fingers below the words while reading
- Count on fingers
- Study in short time periods; get up and walk around

- Use flash cards, put into “know” and “don’t know” piles
- Write and rewrite words and phrases to commit to memory
- Teachers reward with pat on back, shake hands, or hug, if appropriate

This material was adapted by permission from *Unlocking Your Child’s Learning Potential* by Cheri Fuller, 1994, Pinon Press, Colorado Springs, Colorado. CheriFuller.com.

Multiple Intelligences

Multiple Intelligences theory developed by Howard Gardner focuses on one’s ability to process information through eight different “intelligences.” Each intelligence has its own way of approaching problem solving, memory, and perception. Gardner believes that every person possesses each intelligence, but not at the same levels. Therefore, no two people have exactly the same strengths and weaknesses.

Below is a summary of the eight intelligences.

1. Spatial (picture smart): the ability to conceptualize and manipulate large-scale spatial array or more local forms of space
2. Bodily-Kinesthetic (body smart): the ability to use one’s whole body, or parts of the body, to solve problems or create products
3. Musical (music smart): sensitivity to rhythm, pitch, meter, tone, melody and timbre; may entail the ability to sing, play musical instruments and/or compose music
4. Linguistic (word smart): sensitivity to the meaning of words, the order among words, and the sound, rhythms, inflections and meter of words
5. Logical-mathematical (number/reasoning smart): the capacity to conceptualize the logical relations around actions or symbols
6. Interpersonal (people smart): The ability to interact effectively with others; sensitivity to others’ moods, feelings, temperaments and motivations
7. Intrapersonal (self smart): sensitivity to one’s own feelings, goals and anxieties, and the capacity to plan and act in light of one’s own traits
8. Naturalistic (nature smart): the ability to make consequential distinctions in the world of nature as, for example, between one plant and another, or one cloud formation and another

Multiple intelligences provides the tutor with a variety of ways to approach a student who is having difficulty learning a particular concept. If a student is music smart, try using a song to teach multiplication tables. If a student is picture smart, try using drawings or physical representations to teach some grammar concepts.

Designing lessons with multiple intelligences in mind will add interest to your tutoring sessions. It will also give your student the opportunity to learn through his or her strengths.

No official inventory has been developed to determine the strength of a particular intelligence.

Brain Functions

Brain research has exploded in recent years because of the use of brain imaging technology. As brain knowledge continues to grow, previous brain theories are being re-thought and adapted. Attention to a few practical applications of the research during a tutoring session will help the learner grasp material and make the session more enjoyable for both the tutor and the student:

- movement
- brain hemispheres
- transfer

Movement

John Medina, author of *Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School*, says, “Physical activity is cognitive candy.”

Current research shows that the cerebellum, the area of the brain's cerebrum that is responsible for motor skills, also plays a role in important learning activities. It seems that movement and learning are closely linked. These learning areas are improved when movement and exercise are included.

- attention
- long-term memory
- spatial perception (ability to sense the size, shape, movement and orientation of objects)
- impulse control
- cognitive functions (mental abilities and functions related to knowledge)

There are many ways a tutor can incorporate movement into a tutoring session and help the student learn more effectively. The tutor may need to explain to the adult student how the brain needs movement to overcome hesitancy. Here are just a few ways movement can be utilized:

- act out reading passages
- toss a ball to rehearse math facts
- walk around the room to read information taped to the walls
- play indoor basketball to practice spelling words
- measuring distances around the room
- develop motions to remember vocabulary definitions

The good news is that even small amounts of movement can assist in learning. The brain benefits from bursts of movement. Even when the lesson you are working on is “seat work,” there are ways to build in movement.

- Ask the student to arrange the tutoring area
- Lead the student in stretches before a lesson or for a break
- Change activities and positions every 15 minutes
- Allow the student to stand when reading or completing worksheets

Brain Hemispheres

The brain has two hemispheres, the right and the left. The hemispheres are connected by the corpus callosum, a fiber-like cable of 200 million nerves. The corpus callosum allows the two hemispheres to share both learning and memory. Each hemisphere has distinct specializations—tasks or functions performed more in one hemisphere than another.

Left Hemisphere	Right Hemisphere
Functions	Functions
Analysis	Holistic
Sequence	Patterns
Time	Spatial
Speech	Context of language
Recognizes	Recognizes
Words	Faces
Letters	Places
Numbers	Objects
Processes	Processes
External stimuli	Internal messages

Individuals may exhibit a preference for one brain hemisphere over the other to varying degrees from no preference to strong preference. The preferred brain hemisphere affects many aspects

of a person's personality, abilities and learning styles. Research indicates that more females than males are left-hemisphere dominant. More males than female are right-hemisphere dominant. Gender brain structure differences may account for these preferences. It is interesting to note that most schools are designed for the left brain hemisphere—both in teaching and in assessment.

However, no person ever uses the dominant brain hemisphere to the exclusion of the other hemisphere.

- Both hemispheres are active participants in learning.
- Both share information through the corpus callosum.
- In simple tasks, the hemisphere that specializes in related functions takes the lead.
- As task complexity grows, the dominant hemisphere shapes how the task is completed or the problem solved.
- Both hemispheres are capable of making a meaningful whole from information—synthesis.

Reading is not a specialization of either brain hemisphere. Reading is, arguably, the most complex learning task a person is required to do. It requires three neural processing systems:

- Auditory processing (in the angular gyrus in the left side of the brain)
- Visual processing (located across the back of both hemispheres)
- Frontal lobe processing (located in the front of the cerebral cortex; responsible for reasoning, problem solving, planning and decision-making)

About 50% of all children make the transition to reading without difficulty. The other 50% experience at least some difficulty in learning to read. Of those, between 20% and 30% find reading to be the most difficult learning task they will ever face. The complexity of the task and the number of processing systems involved in reading provide ample opportunity for breakdowns in the process.

Assisting adults as they learn to read requires an understanding of the difficulty of the task. Adult learners need an emotionally safe place to learn.

Tutor for both sides of the brain.

Tutors can help students use both brain hemisphere in several ways:

- Teach using words and visual aids—including graphic organizers.
- Guide discussions to include both logic and intuition.
- Make your message, tone of voice and pacing of a lesson match your body language and facial expression to eliminate mixed messages and confusion.
- Give students options.
- Encourage use of planners.
- Use hands-on learning activities.
- Include opportunity for interaction—games, discussions, times for students to verbalize.

Transfer

Simply stated, transfer happens when one uses past learning in new situations. It also assists the brain in moving new learning to long-term storage.

Dr. David Sousa describes transfer this way:

It (transfer) encompasses the ability to learn in one situation and then use that learning, possibly in a modified or generalized form, in other situations. Transfer is the core of problem solving, creative thinking and all other higher mental processes, inventions and artistic products. It is also one of the ultimate goals of teaching and learning. (*How the Brain Learns Third Edition*, David Sousa, 2006, p. 135)

When past learning assists the student in new learning, positive transfer occurs. When past learning interferes with new learning, it is called negative transfer. Previous learning *always* influences new learning, either positively or negatively.

Consider these concepts:

- Rote learning does not help a student transfer what they know.
- Learning with *understanding* helps a student apply previous learning to new situations.
- Trying to learn too many concepts in quick succession interferes with transfer.
- Students need time to organize material in a meaningful way and deliberately link it to what they already know.
- If learning is tied too closely to a specific context or situation, transfer doesn't happen.
- We store learning by similarity.
- We retrieve learning by differences.
- When two events, actions or feelings are learned at the same time, they become connected to each other in the learner's brain—called association.
- When association includes negative emotions, learning is impeded. Positive emotions assist learning.

Help your student transfer information

Sometimes the tutor will have to assist the student in learning or re-learning information or concepts and helping him or her transfer the information to another setting. Try these strategies.

- Create an emotionally safe place to learn. Model kindness and enthusiasm. Use humor, not sarcasm, regularly.
- Use stories to help the brain make connections and understand concepts.
- Genuinely care about your student's successes.
- Help the student overcome negative emotions associated with failure by supporting the student's pathway to success—even in small successes.
- Use metaphors, analogies and similes to help make connections.
- Use journal writing as a way for students to reflect on new learning.
- Avoid teaching similar concepts. When they have to be taught together, teach *differences first*.
- Help the student identify critical attributes, those that make a concept unique among all other concepts.
- Use simple examples before using complex examples.
- Use brainstorming to identify how new learning can apply to other situations.
- Play simulation games in which new or past learning is used.
- Teach the student to play What if using potential situations in which the new learning could be used: *What if you wanted to buy a new dishwasher and needed to know how much money you still needed to earn; what would you do? What if the mayor moved to a new city; how would the new mayor be chosen?*

Learning Disabilities

A. What is a learning disability?

A learning disability is a significant difficulty in performing certain academic tasks.

The student has a normal or above intelligence level but does not achieve on that level. The problem is not due primarily to emotional disturbance, physical impairment or previous school experience.

The extent and nature of the disability varies with each individual.

B. Specific learning disabilities include

1. Dyslexia—difficulty with reading (comprehension and/or word identification)
2. Dysgraphia—difficulty with writing (physical writing and/or organizing writing tasks)
3. Dyscalculia—difficulty with math (related to computation and/or spatial tasks)

There are more than 50 descriptive names for learning disabilities. The great variety comes

because people in different education disciplines describe the same set of circumstances and conditions from their own perspectives.

Remind your students that a learning disability is not a learning inability. Following are examples of several people who have or had learning disabilities and succeeded.

- Albert Einstein, mathematician
- Nelson Rockefeller, U.S. vice president
- Winston Churchill, British Prime Minister
- Tom Cruise, movie star
- Thomas Edison, inventor
- Hans Christian Anderson, author
- John F. Kennedy, U.S. president
- Auguste Rodin, sculptor

C. Behaviors that may suggest a student has a learning disability

You might observe some behaviors that make you wonder if a student has a specific learning problem. Only professionals can diagnose learning disabilities. However, you can support the student by addressing weaknesses in a kind, consistent way. Some areas you may need to address include

- handwriting
- letter reversals
- inability to keep his or her place while reading or writing
- difficulty copying from the board or from other papers
- difficulty concentrating
- difficulty remembering

D. Techniques for working with students with learning disabilities

Students with learning disabilities have difficulty with each of five basic skills needed for learning.

- Attention—the ability to focus on what is to be learned
- Concentration—the ability to control and maintain attention on task without being distracted
- Organization—the ability to arrange in order and carry out a task in proper sequence
- Independence—the ability to choose appropriate work without outside direction
- Self-control—the ability to limit one's self

The following suggestions will help students with each of these basic skills.

1. Get the student's attention.

- a. Make sure you have the student's attention before you give any directions for the task to be done.
- b. If you don't have eye contact when you give instructions, you may need to say, "Look at me."

2. Focus the student's attention.

- a. Remove distractions. Work on a cleared table surface. Try not to have the student facing a window or a wall with many visual distractions. Try to work in a quiet place or use soft background music to cover sound distractions.
- b. Sometimes you need to eliminate visual distractions on the page where the student is working. Cover areas of the page where the student is not working with a solid-colored piece of paper. You may need to write the material on a separate sheet of paper.
- c. Give simple instructions of the task to be done. Use simple words and short sentences.
- d. Break down the task into sequential parts. You may need to begin by giving only one step and having the student complete this step before describing the next one.

- e. Be sure the student understands what to do before beginning. Ask, “What are you going to do?”
- f. If focusing on reading material is a problem, have the student run a finger under the material being read. If you ask a question about the material and the student looks up, have him or her leave the finger where he or she stopped reading.
- g. Be sure the student’s eyes are focused on the pencil when writing.
- h. Be aware that lighting has an effect on focusing attention.
Dimmer, lower light levels may be necessary for some students.
Use non-florescent bulbs for some students.
- i. Be aware that color has an effect on focusing attention:
Some students see the color red more easily. The use of a red pen may help a student see written material more easily. The use of a colored acetate overlay, like those used for report folders, on a printed paper may make it easier for the student to read. The contrast of black on white is often too glaring for some to decipher. Try several different colors to find the best one.
 - Writing a single problem word in a different color from the rest of the sentence may make the word more easily distinguishable.
 - Writing letters in different colors within a word may help the student distinguish them more easily.

3. Maintain the student’s attention.

- a. Touching the student’s arm occasionally may help the student maintain attention on the task. If you do this, tell the student what you are doing and why.
- b. Raise or lower the volume of your voice while giving instructions.
- c. Have the student change physical positions.
- d. When the work starts getting sloppy, change the type of work being done or take a short break.
- e. Use purposeful movement to keep the student on task.

4. Correcting errors

- a. In written work, try to avoid erasing! If the student makes a mistake, have him or her simply draw a line through the word and write the correction after it. Erasing distracts the student and takes his or her attention off the task.
- b. Errors the teacher catches in reading or writing that the student has not corrected should be reviewed by using a multi-sensory approach.
 - Have the student say the missed word.
 - Have the student write the word on a textured surface with his or her finger while spelling the word aloud. Make sure that the student uses the full arm while doing it so the shoulder muscle is used.
 - Have the student say the word aloud again.
 - Several repetitions of the above sequence will be necessary.

5. Teach your student how to remember.

Many students with learning disabilities have difficulty with short- and/or long-term memory. They may not have learned the basic methods for memorizing material. You may need to teach your students basic memory techniques.

a. Association

Suggest that the student create visual, auditory, and movement activities to associate the material he or she is trying to remember. Exaggerated, unusual scenes are easier to recall.

b. Categorize

Put things to be remembered in similar categories. If you need to remember a list of 10 items, it is easier to remember if you can recall that there are four rivers, two state capitals and four mountain ranges.

c. Repetition

Repetition is the basis of learning. Going over and over and over new material until you can recall it at a later time is essential. It requires persistence, self-control, concentration, focus and maintaining attention, all of which are difficult for students with learning disabilities.

Students should repeat what they need to learn in many ways including these:

- Orally—saying it aloud many times, perhaps acting out the information
- In writing—writing it over many times, creating flash cards, etc.
- Mentally—reviewing it many times in the mind

Have the student work on small portions of the material at a time. Mastering small segments makes the task easier and less overwhelming. It is best to learn new materials in groups of four or fewer items at a time. An example of this is a telephone number; memorizing one is made easier because it is divided into two groups, a set of three numbers followed by a set of four.

For more information on learning disabilities, you may contact reputable education organizations. Ask a librarian or your local school district for help finding one.

Think it Over

Answer these questions to apply this information to your potential ministry.

1. What factors influence learning?
2. What is your learning style preference? How does your learning style preference influence how you tutor?
3. Look at the multiple intelligences explanation. Describe why using teaching strategies aimed at a variety of multiple intelligences could help your student.
4. What are the benefits of movement in learning?
5. Consider the research on brain hemispheres. What are some ways you can use the information to help your student learn?
6. What are some ways you can help your student transfer prior learning to new situations?
7. How do you feel about working with a student who has difficulty learning? How can you be an effective tutor to such a student?

Chapter 10 Sharing Your Faith with Your Student

The primary objective of literacy ministry is to share your faith in Jesus Christ with your students.

A literacy volunteer, called by God, looks for opportunities to share his or her faith. As you share your time and knowledge with your student, you should not hold back or hide the most important information you possess—the salvation that comes from and through Jesus Christ.

Do not be afraid of offending your student by talking about your faith. Your faith is a vital part of your life. You should let your student know this. One student said to a friend, “My teacher’s faith must not be very important to her; she never tells me about her attachment to her Christ, her Bible, or her church.” If your motive is sincere and your spirit is humble, you will not give offense.

Preparing to Share Your Faith

A. Commit to yourself and God that you will share your own experience with Christ with your students.

B. Prepare through prayer.

Literacy missions is founded and based on prayer: students praying for teachers, volunteers praying for the Lord to lead them where they are to minister, pastors and denominational leaders praying for volunteers to be called to meet the needs of individuals in Christ’s name. *The effectiveness of your ministry and your introducing people to Jesus will be directly proportional to the amount of prayer time spent by you and others involved in the ministry.*

1. Have personal prayer preparation.
2. Pray for guidance from the Holy Spirit about who, when, where and how to share the gospel.
3. Enlist others to pray for you as you witness and for the person to whom you will share your witness. Remember to maintain confidentiality. Do not share names.
4. Pray silently during the class for each student to be convicted by the Holy Spirit.
5. Praying aloud at the beginning or end of the class is an effective witness. This is an effective witness because:
 - a. This shows you have a personal relationship with God.
 - b. This demonstrates that you can pray directly to God without an earthly intermediary.
 - c. This indicates that God is interested in every aspect of your life.
 - d. As you pray for your students’ needs, you show your concern for them.
 - e. Answered prayers communicate God’s love and power.
 - f. Your student will begin bringing his or her prayer requests to you whether he or she is a believer or not.

G. Prepare to tell about your own experience with Jesus Christ, using simple, clear language.

1. Keep it short and simple--two or three minutes.
2. Review “How to Become a Christian,” on page 118.
3. Avoid church jargon—words that have special meaning to Christians but may not be understood or interpreted correctly by non-Christians. Review the Witnessing Word Chart, Appendix A.
4. Be positive—emphasize the benefits of your relationship with Christ, rather than listing the

things you don't do.

5. Be current—include recent experiences of God working in your life.
6. Give adequate details of why you needed Christ and how you accepted Him as Lord.
7. Practice by writing out your own experience with Christ using the outline in Appendix B and suggestions that are located in this chapter.

How to Become a Christian*

A Christian is a follower of Jesus Christ. A Christian has a growing relationship with Jesus Christ, tries to obey Him in all things and draws on His strength to help with problems.

God made us for Himself and our souls are restless until they find rest in Him. Only God can fill the void in your life. The answer to your search is accepting Jesus Christ as the Lord and Savior of your life. To become a Christian, you need to know these basic facts from the Bible:

A. God loves you.

Because of God's love for all persons, He desires that you have unbroken fellowship with Him. (John 3:16; Ephesians 2:4-5)

B. You are a sinner.

All persons are sinners in that they disobey God. Sin is choosing to go your own way and do your own thing as opposed to being obedient to God. (Isaiah 53:6; Romans 3:10; Romans 3:23)

C. Sin separates you from God.

Sin forms a barrier that prevents you from entering into unbroken fellowship with God, who is holy. As an unholy sinner, you can't have fellowship with God. You are headed for a Christ-less eternity that the Bible calls hell. (Isaiah 59:2; Romans 3:23; Romans 6:23)

D. You can't save yourself.

People often think that through their efforts they can overcome the sin barrier between themselves and God. That isn't true. There's nothing you can do to restore the broken relationship with God. You can't earn God's salvation. (Ephesians 2:8-9; Titus 3:5; Romans 4:4-5)

E. God sent His Son Jesus to remove the sin barrier.

The death on the cross of Jesus Christ, God's Son, removed the sin barrier between you and God. Jesus died for your sins, taking your punishment on Himself. God did for you in Jesus Christ what you couldn't do for yourself. (1 Peter 2:24; Romans 5:8; 2 Corinthians 5:21)

F. You can receive Jesus Christ through faith.

Faith is trusting in what Jesus has done for you rather than trusting your own efforts to restore fellowship with God. Faith is complete reliance on Christ to put you in right relationship with God, allowing Him to live His life through you. Faith also involves repentance or genuine sorrow for sin and willingness to turn away from sin. (John 14:6; Acts 16:31; Romans 10:9-10)

G. Through prayer you can trust in Jesus Christ.

Admit to God that you are a sinner. Express sorrow or repentance for your sinfulness. Ask Him to forgive your sins. Invite Jesus into your life as Savior and Lord. Thank Him for entering your life. Commit yourself to live for Him.

Accepting Christ is the beginning. After accepting Him, be obedient by following Christ in baptism and by uniting with a church. When you do, you will find that life truly does have purpose and meaning. Talk with another Christian about your decision for Christ.

*Taken from The Baptist Hymnal, © 1991. Used by permission of the Sunday School Board. Nashville: Convention Press, p. 667.

Preparing Your Student to Respond to the Gospel

A. Acknowledge God through comment and prayer.

Today, simply acknowledging aloud that you believe in God is a witness and the possible beginning point for discussions. The comments don't need to be forced or fake sounding. Here are a few examples.

1. Constantly give God the credit for His creation.
"What a beautiful day God has given us!"
2. Cultivate a thankful spirit.
"I'm so thankful to God for giving me good health."
3. Call upon God in moments of decision, difficulty, doubt and crisis.
"Let's stop right now and ask God to help us learn this difficult sound."
4. Tell how God works in our world and our lives.

B. Present a Bible truth each lesson.

Be faithful to incorporate Scripture in each lesson.

C. Provide Bibles, Scripture portions and Christian reading materials at appropriate reading levels.

There are several Bibles available in lower reading levels.

1. American Bible Society Contemporary English Version of the Bible (CEV).
2. God's Word: Today's Bible Translation That Says What It Means by World Publishers
3. New International Readers Version of the Bible (NIRV)
4. New Life Version (NLT)

There is no better way to lay the foundation for preparing a student to respond to God's love than God's Word.

Christian magazines, tracts and pamphlets also provide possibilities. Put the church's name and telephone number and the pastor's name on the material.

D. Invite students to church activities.

Invite them to Bible study. Invite and encourage students to attend worship services in the church, especially at Thanksgiving, Christmas and Easter. Students particularly enjoy musical presentations. Invite them to social events.

E. Explain the significance of holidays and church events.

Don't assume that your student knows the significance to Christians of our major holidays. Ask them if they know why Christians celebrate a specific holiday.

F. Visit students during times of crisis and celebration.

Be willing to become personally involved in your students' lives. As you would any other friends, you should visit students in the hospital, attend funerals and weddings of family members and celebrate special occasions with them. Your pastor or another church staff member might join you during crisis visits.

G. Demonstrate the fruit of the Holy Spirit.

Christ shines through you as a literacy volunteer as you demonstrate the fruit of the Holy Spirit (Galatians 5:22): love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.

1. Love and accept your student as unique, valuable and worthy of respect. This will foster feelings of self-worth and self-respect.
2. Express joy, for joy is contagious. Time with students should be an enjoyable hour. Make it fun.
3. Be patient by letting students set their own learning rates, by repeating many times in many ways and by listening to students.
4. Demonstrate kindness by discovering and helping meet your student's needs.
5. Demonstrate goodness by desiring to understand students' feelings, ideas and goals—

even if their goals and yours are not the same.

6. Be faithful in preparation and attendance, even when you aren't sure where you will find the time. Make every minute of your time together count.
7. Be gentle when you need to correct the student. Students are already painfully aware of their failures and shortcomings. Saying yes to what a student says, then bringing the student to the correct response will help build self-confidence. Do not embarrass, scold, criticize or make a student feel uncomfortable, even by a look or gesture.
8. Demonstrate self-control through being flexible enough to put aside your plans to meet expressed needs of students.

Make your ministry important enough to plan before meeting students for a lesson. This frees you to be sensitive to students and to the Holy Spirit.

What to do if Your Student Expresses a Desire to Become a Christian

A. Ask Questions

Verify that your student understands what he or she is doing. Beware of asking leading questions (You do want to become a Christian, don't you?) or questions that can be answered with yes or no.

Questions that seek to clarify the student's understanding of the decision are more helpful, such as:

1. Why do you want to become a Christian?
2. How will becoming a Christian change you?
3. Why did Jesus die?
4. What do you think or feel about your relationship to Jesus?
5. Why do you want to be baptized?

B. Use Scriptures.

When you determine, by listening to the student and to the Holy Spirit, that there is a sense of sin and lostness because of sin, then use the Scriptures to review God's plan of salvation.

1. The Roman Road Plan
 - All have sinned. (Romans 3:23)
 - The result of sin is eternal separation from God. (Romans 6:23a)
 - A way of escape—Jesus paid the price. (Romans 5:8)
 - Salvation is a free gift. (Romans 6:23)
 - The way to accept Christ is to confess, believe and call on Him. (Romans 10:9 and 13)
2. The ABC Plan
 - A: All have sinned. (Romans 3:23, 6:23; Isaiah 53:6)
 - B: Believe. (John 3:16; Acts 16:31)
 - C: Confess. (Romans 10:9-10; Matthew 10:32)

Many other Scriptures can be used, including Colossians 1:12-23; John 1:1, 14; 3:3, 3:16, 3:36.

C. If the student wishes to make a profession of faith, lead him or her in a prayer of repentance.

Here is a sample prayer: *I'm sorry, God, that I have disobeyed You. I want to follow Your ways and not my own. I believe that Jesus is Your Son and that He died and rose from the dead to bring me back to You. Thank You for loving me. I pray this in Jesus' name. Amen.*

D. Explain the roles of baptism, prayer, Bible Study and church membership.

Baptism is an outward sign of the decision the student has made to follow Jesus. Prayer, Bible study and church membership are important to spiritual growth.

E. This new Christian becomes your responsibility to disciple.

Things to Keep in Mind when Sharing Your Faith

A. Vary your witness.

Every situation will be different. Be prepared at any opportunity to tell how Jesus Christ makes a difference in how you deal with life's experiences.

B. Ask, and listen.

After you have shared your experience with Christ, ask your student, "Has anything like this happened to you?" or "What is your relationship to Jesus Christ?" Find out what the person believes about Jesus. Find out whether the person claims another faith and how that influences his or her life.

Start with the knowledge and understanding that the person has expressed. Individuals' beliefs may differ from the basic tenants of the faiths they claim, just as individual commitment levels to our religious beliefs vary.

C. Be open to questions.

If you don't know the answers to the student's questions, tell them you will find out. You are not expected to be an expert. Search the Scriptures. Ask your pastor.

D. Point to the life and teaching of Christ as the model to be followed.

If your student points out non-Christian conduct by Christians, acknowledge it, but point to the life and teaching of Christ as the model to be followed.

E. Don't tear down someone else's religion or faith.

As one student said, "I want to know more about your religion, but don't begin by telling me mine is all wrong."

Simply share what Christ has done for you and the joy you have as a Christian. Your joy and peace will communicate more loudly than theological arguments.

F. Be prepared to wait for results.

You must be patient. Don't give up easily. It will take time for the student to understand and respond. And not all people you present the Gospel to will respond. Not every person who met Christ accepted Him as Lord.

If your student indicates an unwillingness or lack of readiness to accept Christ as Lord, give him or her a booklet or tract to keep. Many students want to consider this step cautiously. In the privacy of their homes, God will speak to them.

Our responsibility is to share what Christ has done in our lives. The Holy Spirit does the wooing, the leading and the convicting. Sometimes our most difficult role is to stand by quietly praying and waiting.

Commit the time with your students to God. Pray for your student during the lesson. Let Christ's Spirit work through you. Take care of the intentions and preparations, and leave the results to God.

G. Above all, remember that students need to be loved.

Students who find in you a deep respect for them and all that concerns them, who feel you are their friend and who feel comfortable with you will be open to what you have to say concerning the love of Christ.

You must accept students as equals and be concerned for them as people, not just concerned for their salvation.

Chapter 10 Appendices

Appendix A Witnessing Word Chart

Appendix B Personal Testimony Outline

Appendix C Literacy Missions Prayer

Appendix A Witnessing Word Chart

Avoid using these “religious words” when giving a testimony to those not familiar with Christianity.

Church Jargon	Misunderstanding	Alternative
sin	do something wrong; specific acts that are wrong	disobeying God; not following God’s ways
lost	misplaced; gone; not knowing where you are	separated from God; following a way that leads away from Christ
repent	say you are sorry (as in I’m only human.)	tell God you are sorry for not following His ways and that you want to change
believe	think, guess (as in I believe it might rain tomorrow.)	know to be true; accept as true
ask Jesus to come into your heart	ask Jesus to crawl inside your heart muscle	ask Jesus to be with you and be your constant leader, guide and friend so He can help you choose to want to do only what pleases God
give your heart to Jesus	take your heart muscle out of your body and hand it to someone; give Jesus a valentine	to choose to follow the ways of Jesus in everything you want and do
take Jesus as your Savior	take Jesus with you somewhere to save you from danger	choose to follow the ways of Jesus in everything you want and do so you will not be separated from God.
have faith in Jesus	think Jesus might be who He says He is	have complete trust and confidence that Jesus is God’s Son who died and was brought back to life so we would not be separated from God
commit your life to Christ	do something to Christ—like you commit a crime	to start to live your life with a new and different focus and purpose—following the ways of Jesus
trust Jesus to forgive you	believe Jesus will say, “That’s alright. Just don’t do it again.”	trust and believe God will forget and never remember that you disobeyed Him because Jesus took the punishment for you
make Jesus Lord of your life	make Jesus a knight or king; character in a video game or fantasy game	promise Jesus that you will always try to follow His ways and please Him in all you want and do
confess that Jesus is Lord; confess your faith	admit something that was bad, like confessing a crime	say and believe that Jesus is God’s Son who died and was brought back to life so we would not be separated from God
make a profession of faith	have a job as a full-time minister	tell others that you have chosen to follow Jesus ways
born again; to be born again	reincarnated	changed, given a new way of looking at and dealing with the world; becoming a child of God and follower of Jesus
saved	rescued from danger; put away for use later	saved from eternal separation from God

Appendix B Personal Testimony Outline

1. My life before I made a commitment to follow Jesus

Following my own way, separated from God

Transition: I realized I needed a change in my life.

2. How I learned who Jesus is

God’s only Son, the only one who can bring me to a right relationship with God

3. How I chose to follow Jesus' way for my life

- Talked to God—prayed and admitted I had not followed God's ways
- Told God I was sorry and didn't want to do it again
- Asked God to forgive me
- Told God I believe Jesus is His son who died, was buried and raised from the dead so I can have eternal life
- Accepted God's gift of love, mercy, grace and a permanent, eternal relationship

Transition: My life has changed.

4. How following Jesus' way makes my life meaningful

The results of God's love in my life

Transition: What is your relationship to Jesus Christ?

Appendix C Literacy Missions Prayer

Heavenly Father, I cannot do this alone. I lean and depend upon You for wisdom, guidance and strength.

Enable me to always demonstrate Christ-like attitudes and only use words of love and encouragement as I work with my students.

Give me the spiritual wisdom to see each individual student as the person he or she is, the person he or she longs to be and the person You want him or her to be.

Help me to see with the eyes of Christ the true worth of the individual soul and the importance of the individual life.

I pray that the Holy Spirit will move in the lives of my students and create a thirst for spiritual knowledge and a hunger in their heart for Your divine love.

Thank You for the joy of seeing my students open the Bible and discover Your love for them.

I pray that those who do not have a personal relationship with You will accept Your gift of grace and love and become children of God.

Sustain me in my efforts and give me steadfastness in zeal, effort, and “stick-to-itiveness.”

Grant me patience to wait, if necessary, till eternity to see the results of my efforts.

May I never lose sight of the fact that my efforts are only a part of a chain of love that reaches from God, through Jesus Christ, to a lost and dying world.

If these efforts of mine can bring God’s message of love to one person, whether to save his or her soul or to enrich his or her spiritual life, I will be eternally grateful to You and give You all the praise and glory.

This I pray in the name Christ, my Redeemer. Amen.

Think it Over

Answer these questions to apply this information to your potential ministry.

1. What is your motivation to teach adult low-level readers in a church-based ministry?
2. Were you able to write your testimony in a way that appeals to adults without using church jargon?
3. Have you committed to sharing your faith as a tutor?
4. What challenges do you foresee as you share who Jesus is to you?

Chapter 11 Tutoring Strategies and Resources

Tutoring Tips

- 1. Give your student genuine praise and encouragement frequently.**
 - Plan a success exercise for every lesson.
 - Acknowledge small gains in skills.
 - Remember that success will build your student's self-image.
- 2. Know your student's name and address.**
 - Know your student by the name he or she wants to be called.
 - Be sure the student knows what to call you.
 - Set the tone for a relaxed teaching atmosphere by establishing rapport.
- 3. Sit on the right side of your student—do not sit across from the student nor stand up.**
- 4. Keep an attendance and progress record on each lesson.**
 - Make notes immediately after the lesson, so you can plan supplemental and review activities to be included in the next lesson.
 - Write out a lesson plan to follow.
- 5. Show an interest in your student.**
 - To find additional reading materials that are of interest to your student, ask the student to share something about the following topics with you: family background, favorite television programs, hobbies, favorite foods, trips taken, weekend activities, current job, favorite time of the year, favorite holidays and so forth.
 - An important thing to know about your student is why he or she wants to learn to read better.
- 6. Be sure the student understands your directions.**
 - If there is some difficulty, consider rephrasing directions or using another teaching technique.
 - Ask open-ended questions to encourage more comprehensive answers instead of yes/no answers.
- 7. Explain checkups (not tests) as a way to evaluate what you need to teach next.**
 - Allow the student to check his or her answers, but be available to explain any corrections
- 8. Begin and end each lesson with a positive approach.**
 - Check homework in the middle of the lesson; the student may not have completed his or her homework.
 - Begin each lesson by teaching something new.
 - End each lesson by summarizing what the student learned that day.
- 9. Help your student set realistic goals and recognize the attainment of these goals.**
 - Help your student set short-term and long-term goals.
 - Give a certificate at the completion of each book and/or a set number of lessons.
- 10. Be sensitive to your student's confidences. Be sensitive, caring and professional.**
 - You cannot help your student with every problem. When possible, tell your student about appropriate agencies to call for further help.

11. Notify your student when you must be absent.

- Be sure to keep your student's phone number, as well as the name and number of a secondary emergency contact person who can notify your student.
- Encourage the student to notify you in case of his or her absence.
- If a student fails to show up and /or doesn't call, follow up with a telephone call or a home visit.
- Do not reproach the student for absences, but encourage him or her to continue the lessons.

12. Be patient with your student's spiritual as well as reading progress.

- Be committed to planning a weekly Bible study as part of your lesson plan.

13. Keep your training up-to-date.

- Attend any additional training updates and/or tutor support meetings.

14. Prepare yourself spiritually for follow through in this ministry.

- Be committed to a daily Bible reading and prayer for yourself.

15. Pray for your student.

- Ask your church to pray for the student's special learning and spiritual needs.
- Pray at the beginning of each lesson for God's guidance in the lesson.
- Pray with your student if he or she shares personal problems.
- Pray with a prayer partner, another literacy missions volunteer, if possible.
- Tell your church, Sunday School class and others what prayers have been answered.
- Thank God for His mercy in helping you and your student.

16. Don't ask the student about something you haven't taught.

- Do not skip around in the materials.
- Set a routine and follow the lesson plan sequence in your books.

17. Don't criticize or correct your student's speech (for example, "dis" for "this").

- Your goal is to teach reading. Limit your corrections to reading errors ("dat" for "this"). These errors will pertain to the meaning of words.

18. Don't pry into your student's personal life and affairs.

- Many times your student will have multiple problems from home, work, or elsewhere. As your tutoring relationship develops, the student will share more problems and information about himself or herself.

19. Don't overemphasize your student's errors.

- Casually tell your student the word or the rule when a mistake is made and make a note to review this during future lessons.
- Don't "parrot" your student by repeating their answers.
- Never say "No."

20. Don't promise what you can't deliver.

- Emphasize that you and the student will work together; you will begin where the student is in his or her learning experience and will move through the material at his or her own pace for as long as he or she wants to work.

Responding to Needs

Share “teaching” with the student; allow the student to correct himself or herself; ask for feedback on your tutoring.

Characteristic	Possible Tutoring Strategy
Lack of self-confidence	Build in success exercises, reward.
Fear of school	Avoid criticism; use praise, talk about fears and how this can be different.
Poverty environment	Give appropriate referrals, empowerment, additional texts.
Below average abilities	Use active learning exercises, games, flash cards, variety, extra breaks to relieve fatigue; set realistic goals; give extra homework/tutoring sessions; use teacher-written stories and language experience approach.
Cultural deprivation	Provide additional follow-up activities, field trips, library connections, extra reading materials.
Different value base	Give acceptance, dialogue, nonjudgmental responses.
Lack of motivation	Read to the student; use cassette tapes/newspapers.
Embarrassment	Provide new learning activities and joint goal setting, setting accountability and stating limits; provide relevant reading materials (related to work, etc.).
Unacceptable behavior	Be patient, honest; emphasize the student’s good behavior; relate to the student as a mature adult.
Fear of grades, tests	Give acceptance; acknowledge that the decision to learn to read is good.

Specific Reading Difficulties

Possible causes and corrective measures to overcome them

Difficulties	Possible Causes	Corrective Measures
Poor word recognition	Visual defects, scarcity of reading material, too little phonics and other methods of word attack, materials too difficult, defective teaching	Easy and attractive reading materials. Drill on common sight words, emphasis on groups of words, much word and phrase drill, teaching methods of word attack
Mispronunciations	Impediment in speech, visual defects, defective beginning methods, too little phonics, carelessness, over dependence on context clues, material too difficult	Word-analysis work (structural analysis: root words, derivatives, prefixes, suffixes, etc, phonetic analysis; context clues), material that requires accurate recognition, building or sight vocabulary and general vocabulary
Word-by-word reading	Inability to get words through context, material too difficult, insufficient phrase drill, too much oral reading, defective beginning methods, poor vision	A good balance between oral and silent reading, much easy and attractive reading material

Difficulties	Possible Causes	Corrective Measures
Failure to carefully note small words or key words	Visual defects, carelessness, reading too fast, skipping key words, depending on content for meaning	Giving material that requires exact and close reading, setting a premium on accurate reading, keeping daily record of errors and letting the student see progress in correcting his or her deficiencies, having student follow written directions, practice with phrase composed of little words
Inaccuracy due to carelessness	Visual defects, nervousness, haste in reading, defective beginning methods, material too difficult, material uninteresting	Giving drill exercises on phrases and short sentences, phonics drill, placing emphasis on interpretations of what was read, drilling on words that are similar; e.g. saw, was, seem, seam
Failure to differentiate words somewhat different in spelling	Visual defects, carelessness, inaccurate perceptions, lack of attention to meaning, poor visual discrimination, lack of use of context clues	Checking closely on material read and keeping record of errors made, giving written directions requiring exact reading, accepting nothing but accurate interpretation, use of interesting material that is not too difficult
Substitutions or insertions that change meaning of content	Limited vocabulary	Using suggestions for overcoming a meager vocabulary, giving materials that demand accurate interpretation, giving written direction of work to be done, drilling on phrases, giving attention to small words
Omissions of portions	Visual defects, nervousness, irregular habits of perception, inattention, trying to read too quickly	Studying before reading aloud, not stressing speed, relieving self-consciousness as far as possible, flash card work
Inability to break up sentences into proper phrases	Defective beginning methods, speech defects, inability to recognize thought units	Studying before reading aloud, not stressing speed, practice reading phrases, oral reading of dialogues and conversations
Inability to form judgments on material read	Lack of training, assignments not requiring it, lack of comprehension of what was read, no incentive for that type of work, too much drill on getting mere facts	Giving specific training to lead the students to form their own judgments, seeing that the oral questions involve problems that will challenge the ability to think
Inability to make an outline or to organize materials read	Assignments not calling for it, material too difficult, too much material, lack of comprehension	Giving definite training in this type of work, making assignments requiring some organization, beginning with simplest form of partially completed outlines and gradually leading to more complete forms, using interesting material suited to the ability of the student

Difficulties	Possible Causes	Corrective Measures
Inability to answer fact questions based on material read	Failure to direct attention to meaning, reading without a purpose, material too difficult, background inadequate for understanding what was read, poor assignment	Using material within the student's ability to understand, giving questions for the student to find answers, having the student read a paragraph and answer fact questions until a whole selection can be read
Inability to use table of contents	Lack of training in using it, assignments not calling for it	Assigning selections by title and insisting that the student find them through the use of the table of contents, teaching the student how to use the table of contents most economically and giving much practice using it
Inability to follow written or printed directions	Lack of comprehension, vocabulary too difficult, lack of training with that type of exercise	Giving training in following written or printed directions, insisting upon the responsibility for carrying out the directions, making directions simple at first and gradually increasing in difficulty, using care in suiting vocabulary to the individual
Inability to find the central idea	Lack of training, lack of comprehension, poor assignment	Using material suitable to the ability of the student, giving drill work in comprehension if needed, demanding some form in finding the central ideal in assignments, starting with a short unit (sentence or paragraph) for finding the central idea and gradually increasing the length of the material
Inability to use the index	Lack of knowledge of its use, lack of experience in using it, inability to organize material to use it, lack of knowledge of abbreviations and punctuation marks in index	Giving specific drill in its use, making assignments demanding the central idea be looked up e.g., in looking up domesticated birds, will student look under birds or Domesticated Teaching the punctuation marks and abbreviations used
Reversals in reading, (Confusing <i>p</i> and <i>q</i>, reading <i>was</i> for <i>saw</i> and <i>cat</i> and <i>dog</i> for <i>dog</i> and <i>cat</i>).	Perhaps a dominance problem, inability to attack new words, improper initial instructions, poor vision	Using a pointer and running along the word or line from left to right, tracing the letters in the words that have been written in large letters, giving visual discrimination practice

The Sounds of American English

The four factors in the production of a speech sound are:

1. lip (or jaw) position
2. tongue position
3. flow of air
4. vocal cords.

The basic difference in sound between vowels and consonants is that vowels are singing sounds. Air flows freely through the speech mechanism with the vocal cords vibrating. The movement of the jaw and tongue makes the difference in sounds.

Consonants

Consonant sounds, with one exception, are made with a stopping or blocking of air at some point with the lips, the teeth or the tongue. The air is voiced or unvoiced. The exception is the sound of h, which is unvoiced air flowing freely without a stop.

The sounds here are presented according to how they are formed in the mouth. The following pages are taken from Handbook for Literacy missions, written by Mildred Blankenship and Ruth Wagner Miller, Home Mission Board, 1986.

Unvoiced	Voiced	Nasal
<p>h</p> <p>Part the lips and breathe out with a sigh. Say: <i>hand, hit, hot, hold, ham</i></p>		
<p>wh</p> <p>Round the lips as if to blow out a candle. Blow. Say: <i>whistle, when, which, wheel</i></p>	<p>w</p> <p>Round the lips as if to blow out a candle. Hum as you blow. Say: <i>wide, web, will, wood, wag</i></p>	
<p>p</p> <p>Lips together, blow them open with a puff of air. Say: <i>pan, pet, pill, pot, lip</i></p>	<p>b</p> <p>Lips together, hum as you blow lips open. Say: <i>bird, bed, bill, bond, grab</i></p>	
<p>t</p> <p>Touch the tongue to the gum ridge behind the upper teeth. Lips and teeth parted slightly, let breath blow the tongue tip downward. Say: <i>tent, tan, ton, tug, sit</i></p>	<p>d</p> <p>With the tongue touching the gum ridge behind the teeth, lips and teeth slightly parted, hum as breath blows the tongue downward. Say: <i>dish, dad, dig, dull, doll</i></p>	

Unvoiced	Voiced	Nasal
	<p>l</p> <p>With the tongue tip on the gum ridge as with /t/ and /d/, keep the tongue up and let the breath flow around the sides of the tongue as you hum. Say: <i>lag, log, live, let, lull</i></p>	
	<p>r</p> <p>Shift the tongue back slightly from the position for /l/, with the tip curling upward, sides touching the upper teeth. Make the sound in the throat. The air comes along the roof of the mouth over the tip of the tongue. Say: <i>river, road, rat, run, rot</i></p>	
<p>k</p> <p>Tap the back of the tongue quickly against the soft palate as you send your breath out. Say: <i>kick, cake, cup, key, kite</i> Note: <i>ca, co, cu, ck</i> = the sound /k/.</p>	<p>g</p> <p>Tap the back of the tongue quickly against the soft palate as before. Hum as you send your breath out. Say: <i>girl, gate, gun, go, hug</i></p>	
<p>f</p> <p>With the lower lip against the upper teeth, blow out gently. Say: <i>fish, fan, fog, fed, puff</i> Note: Sometimes <i>ph</i> makes this sound as in: <i>phone, Phillip, phase</i>.</p>	<p>v</p> <p>With the lower lip against the upper teeth, blow gently while humming. Say: <i>valley, very, vine, five</i></p>	
<p>th¹</p> <p>Hold the tongue tip lightly between the upper and lower teeth. Blow gently. Say: <i>thank, think, thin, mouth, teeth, with</i></p>	<p>th²</p> <p>With the tongue in the same position as for the voiceless <i>th</i>, hum as you blow out air. Say: <i>this, then, there, weather, teethe</i></p>	
<p>s</p> <p>Hold the teeth together with the tip of the tongue up but not touching the gum ridge. Blow air past the tongue with a hissing sound. Say: <i>snake, sits, sass, set, city, cell</i> Note: <i>ce, ci, cy</i> = the sound /s/.</p>	<p>z</p> <p>Hold the teeth together with the tip of the tongue up but not touching the gum ridge. Hum as you blow air past the tongue. Sometimes <i>s</i> makes this sound. Say: <i>zipper, zoo, zebra, buzz, bees, nose, is</i></p>	

Unvoiced	Voiced	Nasal
<p>sh</p> <p>Push the lips forward. Lift the tongue slightly without touching the roof of the mouth. Blow.</p> <p>Say: <i>shop, shell, she, fish, dish, ash</i></p>	<p>zh</p> <p>Push the lips forward, lift the tongue slightly without touching the roof of the mouth. Blow out the air with a hum.</p> <p>Say: <i>pleasure, measure, usual</i></p> <p>Note: the letter s is usually used for this sound.</p>	
<p>ch</p> <p>Slide the sound of <i>t</i> and the sound of <i>sh</i> together.</p> <p>Say: <i>children, church, chop, check, each, search</i></p>	<p>j</p> <p>Place the tongue tip on the gum ridge. As the tongue drops the sound, /d/ glides into a voiced /z/.</p> <p>Say: <i>jump, jar, jam, jig, jack</i></p> <p>Note: Sometimes this sound is spelled <i>ge</i> as in <i>gem</i>, <i>gi</i> as in <i>gin</i>, and <i>dge</i> as in <i>edge</i>.</p>	
<p>x</p> <p>Use your breath. Say the sounds of /k/ and /s/ together.</p> <p>Say: <i>box, tax, six, fox, socks, locks, picks</i></p>	<p>y</p> <p>Place the tongue against the teeth at the top of the mouth so that it is flat on each side. Pass voiced air over the tongue. Sometimes it has the sound of /e/ as in <i>we</i>.</p> <p>Say: <i>yells, yet, yam, yes, ear-year, east-yeast</i></p>	
<p>qu</p> <p>Sound /k/ and /w/ close together. English always follows a <i>q</i> with a <i>u</i>.</p> <p>Say: <i>quarter, quick, queen, quilt, quack</i></p>		
		<p>m</p> <p>Lips together as for /p/ and /b/. Hold the lips together as air is forced through the nose with a hum.</p> <p>Say: <i>mat, met, miss, moss, him</i></p>
		<p>n</p> <p>With the tongue touching the gum ridge behind the teeth, lips and teeth slightly parted, keeping tongue up, force voiced air through the nose.</p> <p>Say: <i>neck, nap, nose, nut, tan</i></p>

Unvoiced	Voiced	Nasal
		ng Make the back of the tongue touch the soft palate. Force air through the nose. Make the sound in the nose. Say: <i>ring, sing, clang, think, drink</i>

Vowels

All vowels are singing sounds. They have voice. The movement of the jaw changes the position of the tongue. The movement of the tongue and jaw make the difference in the vowel sounds.

The vowel sounds in these words are similar to sounds that occur in many languages: he, hay, hod, hoe, hue. They are longer in English. they are more like diphthongs. A diphthong is two vowel sounds coming together to make a compound sound.

The three basic diphthongs in English are:

- i** I, file, tie, die, my, cry
- ou, ow** how, now, brown, cow, house
- oi, oy** toy, boy, joy, oil, voice

Short Vowels

a	The jaw is somewhat lowered. The tongue is down in front. Say these words: <i>apple, at, bat, as, map, mat.</i>
e	The lips and teeth are apart. The tongue and jaw are lowered halfway. Say: <i>egg, elm, let, wet, leg, mesh.</i> Sometimes ea will make the short sound of e. Say: <i>read, bread, dead, head, tread.</i>
i	The teeth are about a half inch apart. The tongue is high and relaxed. Say: <i>in, it, sit, with, fish.</i> Y sometimes takes the /i/ sound. Say: <i>rhythm, mystery.</i>
o	The jaws are wide open. The tongue is down. Say: <i>olive, odd, top, fog, hot, cot.</i>
u	The jaws are open halfway, the lips relaxed, and the tongue down. Say: <i>up, cup, must, jug, hub, hut.</i> Note: Unaccented vowels may take this sound. Say: <i>alone, above, responsibility, this is a bird.</i>

Long Vowels

Usually when a vowel is followed by a consonant in a short word or in a syllable, the vowel sound is short. When a vowel sound is long, usually one of three factors is present.

- The vowel is at the end of a short word or accented syllable.
Say: *se´cret, li´lac, ba´by, we, go*
- E at the end of the word is silent, but makes the preceding vowel say its name.
Say: *like, home, same*
- Two vowels are side-by-side in the word. The first usually says the name of the vowel and the second is silent.
Say: *pail, day, eat, coat, pie*

Long Vowels

a	The jaws are open about a half inch. The tongue is down. Say: <i>baby, cake, nail, day</i>
e	The lips are drawn back, the jaw is dropped slightly so that the teeth are apart. The tongue is raised midway. Say: <i>see, tree, eat, seat, me, we</i>
i	<i>i</i> is a diphthong; that is, two vowels are sounded together making a compound sound. The jaw moves in producing this sound. Start with the jaw open wide for the /a/ sound and close part way for the /i/ sound. Say: <i>bi'cycle, i'dea, like, vine</i> <i>lgh</i> in a word also says /ai/. Say: <i>high, light, sight, sigh</i> <i>Y</i> sometimes takes the /ai/ sound. Say: <i>cry, my, fry, spy, why</i>
o	The lips are rounded. The jaw is dropped about one inch. The tongue is down. Say: <i>go, so, hope, rope, coat, road, blow, snow, throw</i> Note: The <i>w</i> in <i>blow, snow, and throw</i> is equal to <i>u</i> and follows the rule of two vowels side by side; the first says its name and the second is silent.
u	To say the name of the letter <i>u</i> , saying the sound of <i>y</i> is necessary. The jaw is slightly lowered, the lips are in a smiling position, moving to a whistle position. The tongue is down. Say: <i>cube, fuse, hue, cue, few, pew</i> Note: <i>Ew</i> sometimes makes the sound of a long <i>u</i> . The <i>w</i> takes the vowel form of <i>u</i> saying its name. The <i>e</i> is silent.
oo¹	The lips are in a whistle position. The tongue is in mid position. Say: <i>too, zoo, moon, boot, blew, crew</i> Note: In some words <i>ew</i> has the sound /u/.
oo²	The lips are in a whistle position. The tongue is down. Say: <i>book, foot, wool, look, stood</i>
aw	The jaw is down; the lips are rounded; the tongue is in the mid-back position. Say: <i>saw, jaw, crawl, haul, fault, all, call, or, for, horn</i> Note: this sound is written /aw/, /au/, /al/, and /o(r)/.
oi	This is one of the three basic diphthongs. The jaw is dropped; the lips are rounded, then drawn to a smile position while closing the jaw slightly. Say: <i>joy, boy, boil, join, voice</i>
ou, ow	A diphthong; the jaw is down and moves up to a whistle position. Say: <i>how, now, frown, bout, house, loud</i>
ur, er, ir	Some authorities have as many as four different symbols for this sound. To simplify, combine the sounds of /u/ and /r/. Say: <i>bird, sir, irk, fur, curl, urn, her, fern, verb</i>
a(r)	This is a combination of sounds like saying the name of the letter <i>r</i> . These letters and <i>or, er, ir, ur</i> have been called murmuring vowels. A murmuring vowel is a vowel followed by <i>r</i> and changed by it. This is not true if the <i>r</i> is followed by another vowel sound as in <i>very</i> . Say: <i>arm, car, star, harsh, mark</i>

Dolch Word List

This list of 220 high-frequency words was published by Edward William Dolch, Ph.D. in his book, *Problems in Reading*, The Garrard Press, 1948. From fifty to seventy-five percent of all words used in school books, library books, newspapers, and magazines, excluding nouns, are in the Dolch Basic Sight Vocabulary. They are excellent sight words to teach your student; however, never give a student more than ten new words at a time.

a	cold	green	may	said	too
about	come	grow	me	saw	try
after	could	had	much	say	two
again	cut	has	must	see	under
all	day	have	my	seven	up
always	did	he	myself	shall	upon
am	do	help	never	she	us
an	does	her	new	show	use
and	done	here	no	sing	very
any	don't	him	not	sit	walk
are	down	his	now	six	want
around	draw	hold	of	sleep	warm
as	drink	hot	off	small	was
ask	eat	how	old	so	wash
at	eight	hurt	on	some	we
ate	every	I	once	soon	well
away	fall	if	one	start	went
be	far	in	only	stop	were
because	fast	into	open	take	what
been	find	is	or	tell	when
before	first	it	our	ten	where
best	five	its	out	thank	which
better	fly	jump	over	that	white
big	for	just	own	the	who
black	found	keep	pick	their	why
blue	four	kind	play	them	will
both	from	know	please	then	wish
bring	full	laugh	pretty	there	with
brown	funny	let	pull	these	work
but	gave	light	put	they	would
buy	get	little	ran	think	write
by	give	live	read	this	yellow
call	go	long	red	those	yes
came	goes	look	rode	three	you
can	going	made	right	to	your
carry	good	make	round	today	
clean	got	many	run	together	

Phonics Word Lines Practice Page

How to Use Phonics Word Lines Practice Pages

1. Each page begins with “Word Lines” that have words using the sound to be practiced.
 - On each word line have the student blend the sounds together to form the word using the following pattern. For example, use the word *bat*.
T: Say the first sound in the word.
S: /b/.
T: Say second sound.
S: /a/.
T: Say the two sounds together.
S: /ba/
T: Say the two sounds and add the last sound.
S: bat
T: Read the word.
S: bat
 - Then student reads the words on the line without blending.
 - For example: *bat, gas, cab, fast, Sam, tag*
 - One Word Line should be well mastered before proceeding to the next set of Word Lines.
2. Each page has a set of sentences that include words using the sound to be practiced. Practice reading these sentences.
3. Other activities.
 - Have the student find the sets of rhyming words on each page.
 - Make flash cards for the words on the page, and practice reading these many times in many ways.
 - Use games and other activities included in Chapter 6 of this manual to reinforce the sounds and words.

For example, show the student the word, and have him or her say the word before the tutor counts to five. If the student reads the word correctly, the student gets a point. If not, the tutor gets a point. Do this game only if you are sure the student can get many more points than the tutor.
4. Give the student a copy of the page being worked on, and tell him or her to bring it back to the next session so that the tutor can check for mastery.

Word Lines 1

short a

1.	bat	gas	cab	fast	Sam	tag
2.	bag	sat	cat	mask	has	map
3.	mat	band	back	cast	ran	lad
4.	pal	cap	lamp	van	wax	jam
5.	quack	mad	hand	nap	pad	as
6.	pan	Jack	bad	wag	dad	ask
7.	tan	sand	man	rag	hat	Hal

1. Dan has the bag.
2. Pass the ham to the man.
3. The man has a can of wax.
4. Pal and Tab ran fast.
5. I can ask Jack for the bat.
6. See Dad pack the bag.
7. Jack can tag Sam.
8. Dad ran back to the camp.

Word Lines 2

short i

1.	did	win	it	six	mill	sick
2.	big	will	sit	his	is	quick
3.	miss	Tim	pink	him	kiss	quit
4.	Jill	fist	dip	sip	hid	zip
5.	pig	mix	ink	fit	milk	gift

1. Dick will fill the sack.
2. See the cat lick the pan.
3. The wig is in the bag.
4. Sid will fix the lamp.
5. Bill hid Tim's red cap.
6. The yellow wig fits Bill.
7. Jim ran to get the milk.
8. Jill can dig in the sand.

Word Lines 3

short u

1.	bug	puff	up	tub	us
2.	hug	dust	fun	luck	jump
3.	nut	cuff	pup	rub	bus
4.	rug	muff	cup	cub	fuss
5.	duck	sun	but	rust	run
6.	hum	just	mud	gun	buzz

1. The pup can jump up.
2. Dad got on the yellow bus.
3. See the suds in the tub.
4. Bill has nuts and figs.
5. We will jump and run.
6. I can see the red buds.
7. Pick up the cup.
8. Did Tim cut the ham?
9. Run up to the big hill.

Word Lines 4

short o

1.	cot	sock	pop	nod	hop	lot
2.	dock	top	box	hog	Bob	dog
3.	rod	doll	hop	fog	fox	jog
4.	rob	cop	ox	mop	not	stop
5.	job	got	cob	rock	Tom	spot
6.	lot	mob	shot	sob	pot	frog
7.	shop	chop	block	drop	lock	mom

1. Rob did not jump off the rock.
2. The pup hid in the box.
3. I cannot fix the lock.
4. Tom got the job.
5. The man will cut the log.
6. A dog is on the cot.
7. Bob's dog can jump and run.
8. He will sit on the big rock.

Word Lines 5

short e

1.	get	yes	beg	fell	went	wet
2.	less	leg	yell	sent	let	mess
3.	pet	sell	bent	bell	fed	hen
4.	neck	best	tell	red	men	deck
5.	well	led	pen	peck	nest	bed
6.	kept	egg	bet	belt	help	met
7.	desk	end	left	net	rest	ten
8.	send	web	west	yet	tent	set

1. Ted can help the man.
2. Ellen is in bed.
3. Where is the red vest?
4. Tell Ben to ring the bell.
5. Yes, I fed his pets.
6. Help set up ten tents.
7. Ed's red hen is in the nest.
8. Ethel left a belt on the desk.

Word Lines 6

consonant digraphs: ch, sh, th, wh

1.	that	hush	ship	shed	chess	chill
2.	whack	thud	shop	match	chick	whiff
3.	with	this	dish	rush	shell	lunch
4.	chip	whiz	thank	brush	wish	cash
5.	than	then	shack	check	chop	which
6.	bath	thick	Josh	fresh	fish	pinch
7.	chin	whip	think	them	mash	shock
8.	sheet	much	chug	when	thin	chest

1. Dad had the whip in the shed.
2. Whack! The big kid hit Thad in the chin.
3. The sheet was much too thin.
4. Tom ran up the hill with the chest.
5. Mom had the chips in a dish for lunch.
6. Where is the brush?
7. I wish I had cash for the fresh eggs.
8. They will tell us when they see a shell.

Word Lines 7

long a

1.	game	cake	save	vase	wake	same
2.	wave	take	date	came	make	cape
3.	lake	gave	cane	made	safe	tape
4.	case	bake	pail	rain	sail	main
5.	tail	pain	mail	wait	paint	fail
6.	lay	hay	say	way	tray	play
7.	pay	may	Ray	stay	gray	pray

1. Ray gave me the rake.
2. May will bake the cake.
3. The dog got gray paint on his tail.
4. Dave will pay for the pail.
5. We won't sail on the lake today.
6. Did he take his cane?
7. Jane came to the gate.
8. We got the same game at the sale.
9. I pray he doesn't fail.

Word Lines 8

long i

1.	bike	tile	dime	ripe	pine	Mike
2.	hike	wide	pipe	time	pile	tie
3.	hide	line	side	lie	wire	hive
4.	bite	die	tire	five	life	size
5.	quite	wife	pie	high	might	night
6.	fight	light	right	sight	tight	bright
7.	my	by	fly	sky	cry	try
8.	dry	sly	why	fry	prize	shy

1. Mike rides my bike.
2. My wife likes to bake pies.
3. Time for the prizes.
4. Put the tires side by side.
5. How high can you fly?
6. Why are five lights piled here?
7. Hide the dime behind the pine tree.
8. Nine boys went on a hike.
9. Kites fly in the bright sky.

Word Lines 9

long u

1.	cute	tube	mule	rule	cube
2.	Cuba	use	tune	fuse	amuse
3.	human	menu	fume	pure	rescue
4.	huge	music	view	pews	hue
5.	future	secure	new	dew	few
6.	chew	humor	mew	news	computer

1. May I use your menu?
2. Get the tube of paste off the red cube.
3. You can fix the fuse.
4. The mule will not go fast.
5. Tell Jim the computer is new.
6. The music has a pretty tune.
7. A few heard the news about the rescue.
8. Humans can't chew rocks.
9. The future for Cuba is not secure.

Word Lines 10

long o

1.	bone	nose	Joe	road	hole	oak
2.	lone	hose	toe	load	pole	foam
3.	zone	rose	hoe	toad	sole	note
4.	joke	home	roast	coke	dome	goat
5.	coat	boat	coast	poke	Rome	road
6.	toast	vote	Joan	code	robe	soak
7.	cone	tone	rode	soap	loaf	oats
8.	bow	low	mow	row	blow	show

1. Joan's dog hid the bone.
2. Tell Joe to get the soap.
3. Pin the rose on my blue coat.
4. Tony will send the note.
5. Rose likes to play jokes on us.
6. See the toad jump in the hole.
7. We hope to go to Rome.
8. He led the goat by a rope.

Word Lines 11

long e

1.	heat	deep	queen	week	east	he
2.	meat	keep	beat	peek	feast	me
3.	seat	peep	team	seek	beast	we
4.	feed	seal	bead	feet	see	she
5.	need	meal	read	meet	bee	be
6.	weed	real	lead	beet	leak	Pete
7.	seem	weep	seed	bean	heal	sea

1. Keep the peas and beans.
2. The teams will meet in a week.
3. Jean had tea at the meal.
4. See the bee leave the tree.
5. Did you hear me?
6. Leave the beads on the seat.
7. We can feel the heat.
8. The queen eats the seeds.

Word Lines 12

long vowel review

1.	ate	mule	fire	use	poke	died
2.	coast	keep	gave	Sue	bone	heat
3.	load	nose	beet	cube	came	fail
4.	life	heal	beat	dive	rule	leave
5.	mile	lay	June	vine	pole	tie
6.	pipe	vote	zone	paint	meet	soak
7.	paid	seed	wipe	note	tune	tease
8.	Joe	yeast	read	size	paste	loaf

1. Don't play near the beehive.
2. We like playtime at the beach.
3. A raincoat keeps me dry.
4. Jane stopped along the roadside to fix a tire.
5. He is my playmate.
6. The blue bike was in the driveway.
7. She likes to eat pancakes.
8. He had a toy sailboat and a toy plane.

Word Lines 13

I blends

1.	bleed	block	black	blame	blaze	blue
2.	clip	class	clean	club	clay	clams
3.	flag	flat	float	flame	flip	flake
4.	glass	globe	glue	glad	glide	gleam
5.	plus	plant	plane	place	please	plum
6.	slacks	sleep	slide	slip	sleeve	slow

1. Don has a blue and yellow sled.
2. Did the baby drop the blocks?
3. I will ride in the jet plane.
4. Please bring me a clean plate.
5. "Please pass the cream," said Glenn.
6. Jeff has a slit in his coat sleeve.
7. Do not play near the flames.
8. The black dog was glad to see Blake.

Word Lines 14

r blends

1.	crib	prune	grass	train	dress	brave
2.	crab	press	green	trip	brick	drop
3.	creep	pride	track	grand	drive	breeze
4.	crack	prize	grade	truck	dream	bring
5.	crust	prop	grin	true	drove	bride
6.	print	gray	fried	trick	drink	broke

1. The boy running around the track won the grand prize.
2. The pizza crust will freeze in the freezer.
3. Put the drink on the tray.
4. The meat was fried in the frying pan.
5. She will wear her new dress on the train.
6. The baby is asleep in the crib.
7. Don't drop the brick on your foot.
8. He dreamed about the prize.

Word Lines 15

s blends

1.	skip	skate	score	scare	scrub
2.	smile	smell	smash	smoke	smack
3.	snake	sniff	snap	score	sneak
4.	spot	speak	spell	spray	spring
5.	stand	stick	stole	stop	store
6.	string	strap	stream	street	swept
7.	sweep	swift	swam	swim	swing

1. Mother swept the steps.
2. Did Spot snap at the snail?
3. Bob swam in the clean stream.
4. Jill's pet snake has black spots.
5. Patty can skip and swing.
6. The puppy likes scraps of meat.
7. Stand here to spray the plant.
8. Skip had the best score in the game.

Word Lines 16

ar

1.	yard	start	bark	jar	dark
2.	Carl	star	hard	ark	farm
3.	card	march	spark	yarn	sharp
4.	harm	cart	arm	harp	smart

1. There is a large barn on the farm.
2. Mark needs a part for his car.
3. Art needs yarn for the scarf.
4. The jar has a sharp lid that can harm you.
5. We can march in the park until dark.
6. Carl has his arm in a large sling.

Word Lines 17

or

1.	pork	torn	or	short	torch
2.	north	corn	thorn	fort	horn
3.	for	sport	cord	stork	morning
4.	worn	fork	born	porch	storm
5.	order	border	forest	story	Norma
6.	door	floor	store	more	Gordon

1. Gordon ate his pork and beans with a fork.
2. Billy's report card is torn.
3. Norma sat on the porch during the storm.
4. The fort was on the border in North Dakota.
5. He wore the horn on a cord.
6. Was he born in the morning or the evening?

Word Lines 18

er, ir, ur

1.	fern	serve	her	farmer	slower
2.	cleaner	faster	teacher	smarter	nerve
3.	stir	bird	sir	girl	dirt
4.	turn	curl	hurt	burn	church
5.	first	skirt	shirt	firm	birth
6.	fur	burst	hurry	flurry	herd

1. Murray had his first birthday party at church.
2. Father's shirt is torn.
3. Mother made herself a skirt.
4. Can you hear the bird chirp?
5. The girls will serve supper at six.
6. Sparks may burn the shirt.
7. The teacher was first in line.
8. Peter was in a hurry for his turn to serve.

Word Lines 19

ou, ow

1.	how	now	plow	town	growl
2.	down	clown	brown	crown	howl
3.	cow	frown	bow	drown	gown
4.	out	south	mouth	shout	found
5.	sound	ground	loud	cloud	proud
6.	scout	house	mouse	pound	couch

1. The scouts found tracks in the snow.
2. The crowd clapped loudly for Fred.
3. The clown played with a mouse.
4. Soon the birds will fly south.
5. The cowboy shouted to the men.
6. The queen wore a pretty crown.
7. The proud scout lived south of town.
8. We found a brown couch downtown.

Word Lines 20

oo as in took or could

- | | | | | | |
|----|-------------------|----------------|--------------------|-------------------|----------------|
| 1. | took | hood | wool | roof | brook |
| 2. | foot | wood | stood | book | look |
| 3. | hook | cook | rook | nook | looked |
| 4. | would | could | should | good | cookies |
| 5. | understood | manhood | brotherhood | motherhood | |

1. Jack took the fish off the hook.
2. The rabbit jumped the brook and ran to the woods.
3. Mother makes good cookies.
4. The giraffe stood under the tree and shook it.

Word Lines 21

oo, ew, ue as in food, chew and blue

1.	tooth	boom	spoon	booth	pool
2.	boot	cool	toot	loop	proof
3.	shoot	zoo	broom	stool	soon
4.	tool	smooth	room	rooster	goose
5.	June	July	blue	true	Sue
6.	few	chew	crew	grew	blew

1. Mary hit her tooth with the spoon.
2. George sat on the stool to put on his boot.
3. The corn grew tall in July.
4. The rooster and the goose flew away.
5. We will go to the zoo in June.
6. There were very few blue blooms.
7. We have fun in our room at school.
8. They will shoot a rocket to the moon.
9. It was too cool to swim in the pool.
10. Soon it will be time to feed the rooster.

Word Lines 22

au, aw

1.	jaw	law	lawn	lawyer	raw
2.	saw	shawl	slaw	claw	draw
3.	fawn	gnaw	squaw	yawn	straw
4.	thaw	haul	cause	fault	Paul
5.	sauce	pause	because	auto	jaunt
6.	haunt	August	laundry	bawl	author

1. Dad will haul the wood in the wagon.
2. When can you mow the lawn?
3. The hawk has sharp claws.
4. We sometimes pause when we read aloud.
5. Mom made sauce for the spaghetti.
6. The author wrote about a haunted house.
7. The baby yawns when she is sleepy.
8. The old lady wore a shawl.

Word Lines 23

oy, oi

1.	boil	coin	foil	moist	joint
2.	soil	broil	void	toil	oil
3.	oink	point	join	noise	spoil
4.	voice	boy	toy	joy	enjoy
5.	Roy	employ	poison	choice	avoid

1. His choice was to stay at home.
2. Please join us at the skating rink.
3. The beans on the stove may boil over.
4. Mom will broil the chicken.
5. She may fry the chicken in oil.
6. Bob found a coin.
7. Joy was proud of her friend Roy.
8. Do not point the pencil at the boy.

Creating a Reading Lesson Plan Using the Student's Experiences

Using the student's own experiences and language as the basis for material the student reads provides motivation for reading and reinforces the concept that reading is a meaningful process. This is called the Language Experience Approach (LEA).

The LEA is an expression in the student's own words of a personal experience, a retelling of a news item, a fantasy story, a Bible story or anything of interest at the moment.

Beginning students usually generate short stories with simple sentences and vocabulary. Do not expect students to dictate long and complex stories. Here is a sample LEA story:

My son broke his wrist last week. He was riding his bicycle and fell and landed on his arm on the edge of the curb. He ran to the house crying with a large bruise on his arm, and it was swelling. I had to come home from work to take him to the emergency room. We waited a long time before they were able to see him. He's going to have to wear a cast on his arm for several weeks.

Procedure for LEA

1. Student tells an experience.

- Encourage the student to tell an experience that could be personal, descriptive or fantasy.

2. Record the student's words exactly as spoken.

- Write the student's words without correction or comments. Skip lines to make later revisions easier.

3. Read the story aloud.

- Read the story, pointing to the words.
- Reread the first sentence, pointing to the words.
- Have the student read the sentence, pointing to the words.
- Read other sentences following this procedure.

4. Select and use target words for instruction.

- With the student, pick out meaningful words.
- Write these words on cards.
- Have the student match the cards to the story, reading the words.
- Mix the cards and have the student read the words.

5. Review.

- Have the student reread the story.
- File the word cards for future use.

6. Tutor takes the story home to type and create another lesson.

- Use the lesson plan outline to create a new lesson using the story. Select words for teaching word patterns or phonics as soon as the student understands those techniques.
- Select a Bible verse or passage for the next lesson that relates to the theme or topic of the reading material or situation. Read the passage to the student or have him or her read the verse. Send a copy of the verse home with the student. Books with topical Bible verse compilations, groupings of Bible promises or Bible concordances are helpful resources for this task.

Sample LEA Activities

1. Vocabulary Enrichment

Substitute a new word for one in the LEA story. Ask the student if he or she can think of other words that mean the same thing. Add prefixes and suffixes or create compound words. Always have the student use a new word in a sentence of his or her own. Write the

sentence for the student to read.

2. Cloze Reading

Words from LEA stories can be used in a cloze activity. Rewrite the student's story or write a new story/paragraph, deleting occasional words (Example: every fifth word, all adjectives or proper nouns).

First, the student reads the entire passage, then re-reads and fills in appropriate words. The words do not have to be the original words. Do not worry if the word is grammatically incorrect; the important thing is that the student is reading for meaning. Cloze reading encourages the reader to use predicting and confirming strategies that are fundamental to the reading process.

3. Flash cards

Your student can make flash cards of phrases or short sentences used in the LEA stories. Isolated words on flash cards are not always meaningful and should be avoided unless they are commonly seen in isolation (days of the week, STOP). For instance, the exact definition of the word *walk* depends on the context. Flash cards with phrases such as *go for a walk* or *I walk to work* would be more meaningful. Than the word *walk* alone.

To test mastery of individual words, you can simply point to words and ask the student read them.

4. Strip Sentences

To show the student how individual words are put together to make meaningful phrases and sentences, cut the words apart, and have the student arrange them in correct order. At first, strip sentences can be puzzle-cut to assure that they will be put together successfully. Later, they can simply be cut into sections.

Later still, cut complete sentences for students to put into a paragraph sequence. Strip sentences are an excellent way to introduce punctuation and capital letters. Students will come to recognize these features as clues in putting the words together.

Strip sentences are also useful in teaching revision and rewriting skills.

5. Phonics/Word Families/Structural Analysis

From time to time, point out similarities in sounds. Using words from the student's stories, substitute different letters to create new words (Example: walk/talk, smoke/choke). You may use student's own words to teach prefixes, suffixes and root words.

Language Experience Variations

1. Omitted Endings

Read a story to the student. As the story unfolds, periodically ask the student to predict what will happen next. Ask, "Why do you think so?" Do not read the ending; instead, have the student dictate or write an ending.

2. Sequencing

Find pictures or photographs that portray a sequence of events. Have the student dictate or write an ending.

Have the student describe an activity (such as cooking or fixing a flat tire) that is done in sequence. Use these steps for an LEA story.

3. Independent Writing

Encourage your student to write stories by himself or herself and read them to you. Early versions will be written with "invented" (student-created) spellings, but this is an important step if the student is to believe that his or her language has value. You may want to type or write corrected versions for future rereading.

4. Clustering

Put a word in the center of a piece of paper. Ask the student to say anything that comes to mind concerning the word. The student can dictate or independently write a paragraph/story using any of the words. This is a good way to encourage independent writing because the vocabulary for the story will already be written.

5. Using Multi-sensory Stimuli

Play a musical selection, and encourage the student to use imagery to create a story. Music from films is especially effective for this activity. Don't use music with lyrics.

Provide an aromatic food or beverage (an orange, hot chocolate), and ask the student to tell about a memory or feeling that is associated with the smell.

Ask the student to describe how it feels to engage in a favorite physical activity, such as dancing or jogging.

Go outside or to a new environment. Have the student close his or her eyes and tell about what he or she hears, smells or feels.

How to Determine the Reading Level of Material

This formula gives the approximate grade reading level of a passage. Keep in mind, though, that prior knowledge determines ease of reading more than controlled vocabulary and sentence length. A person can read about two grade levels above his ability if the person has previous experience and knowledge about the subject or is highly interested in the subject.

1. Count off 100 words. Stop at the nearest sentence end. Do not take the sample from the very beginning or the end of a piece. If needed, take the sample from three random pieces and average those together.
2. Within that 100 or so words, count the number of “hard” words—those with three or more syllables. Count a hard word only once in a sample.

Exceptions of “hard” words:

- a. Any three-syllable word made up of a two-syllable word and one of the following endings:
-s, -es, -ed, -er, -est, -ing, -ly, -’s, -s’ (example: inspected, narrowest).
DO COUNT any two-syllable word with one of these endings: -or, -ier, -iest, -ily (example: inspector, happiest).
 - b. Any proper name
 - c. Any simple compound word of three syllables
 - d. Any string of numerals or symbols
 - e. Any cluster of initials or abbreviations
3. Count the number of sentences within the 100 words.
 4. To find the average number of words per sentence, divide the total number of words, 100, by the number of sentences within the selection.
 5. Add the number of “hard” words to the average number of words per sentence.
 6. Multiply the answer in number 5 by the constant .4 to find the grade reading level of the selection.

The number of “hard” words + the average sentence length X .4 = grade reading level

Alternative Methods

Some word processing programs can calculate readability. Web sites to help determine a passage’s readability may also be used. Do a web search for determining readability or reading level.

Final Word

Beginning a church-based Adult Reading and Writing ministry is the first step toward maintaining the ministry. Here are some places you should be able to find help for your ministry.

A. State Conventions

Each Southern Baptist State Convention has a person who is responsible for compassion ministries, including literacy-related ministries. Some have volunteer state coordinators whose tasks include supporting ministries.

B. National Literacy Missions Partnership

The Partnership is a group of states organized specifically to assist the North American Mission Board/Send Relief promote, train and support literacy ministries. The Partnership is responsible for the annual Leadership Workshop in which Basic Workshop Leaders are trained. The group maintains the training materials and assists State Conventions with related needs. The Partnership web site has current resource lists. Go to LiteracyMissionsSBC.net.

C. Curriculum Publishers

Publishers merge, go out of business and start up often. Any printed list of publisher is out of date almost immediately. An Internet search or conversations with other ministries will help you find appropriate curriculum and reference resources.



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